



bksbLIVE[®]

User Guide (Rev.2.2)

Section E – Reporting



Endorsed by
City & Guilds

bksbLIVE User Guide

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Introduction

bksbLIVE incorporates a range of advanced reporting features to enable monitoring and reporting of student progress individually and for groups. Some reports can be exported to Excel for additional analysis and will be explained further in this guide.



IMPORTANT

READ ME BEFORE RUNNING REPORTS

With the introduction of new Functional Skills subjects/courses for English and maths, when running reports it is important that you choose the **correct** report from those available.

- **ARE YOU A NEW CUSTOMER?**

If you are a **NEW** customer and **HAVE NOT MIGRATED** any data from a previous online account or from a server, then when running reports for Functional English or maths, please refer **ONLY** to the reports under the sections '**English 2013**' or '**Maths 2013**'.

- **ARE YOU AN EXISTING 'MIGRATED' CUSTOMER?**

If your bksbLIVE account was created as a result of data migration from either an existing online account **OR** from data supplied from your own server, then the following rules should be applied.

1. If you wish to run a report either for an individual learner or group of learners **AND** these were added to your account **AFTER** it was supplied to you, then for those learners you should always refer **ONLY** to the reports under the sections '**English 2013**' or '**Maths 2013**'.
2. If the learner(s) existed in either your previous online account or server and were migrated to your bksbLIVE account, the migrated learners may or may not have undertaken the very latest functional English or maths subjects/courses. Therefore, if in doubt, first run the reports under the headings of '**English Pre-2013**' or '**Maths Pre-2013**'. If this provides no results data, then select the '**English 2013 or Maths 2013**' reports and repeat the process.

*Note that as time progresses, any 'migrated' learners will complete their courses and leave the organisation eventually leaving only newly-added learners hence you would then only need to refer to the '**English 2013**' or '**Maths 2013**' reports.*

Contents

The contents below reflect the layout of the reports under the 'Reports' tab on the tutor home page.

IMPORTANT: You can now review the answers given by a learner – see page 33.

English Reports Pre-2013

| | |
|---|--------------------------------------|
| • IA Group Summary | 1 |
| • IA Group Summary (Date Selected)..... | 4 |
| • IA Group Summary (Detailed) | 6 |
| • Student Progress..... | 9 |
| • Detailed Diagnostic Report <i>This report is due to be phased out – please refer to 'Review a Learner's Assessment Responses'</i> | |
| • Entry 1 Tracking Grid | Not available for 'Pre-2013' courses |
| • Entry 2 Tracking Grid | 14 |
| • Entry 3 Tracking Grid | See E2 Above |
| • Level 1 Tracking Grid..... | See E2 Above |
| • Level 2 Tracking Grid..... | See E2 Above |
| • Level 3 Tracking Grid..... | See E2 Above |
| • Detailed Skill Check Report <i>This report is due to be phased out – please refer to 'How to Review a Learner's Assessment Responses'.</i> | |

ESOL Reports

| | |
|---|----|
| • ESOL Reading Entry 3 Tracking Grid | 17 |
| For all other ESOL Reading & Writing reports, refer to same method as page 17 | |

English 2013

For all English 2013 reports, please refer to the methods described in 'English Reports Pre-2013.

Note that you can produce an English Entry 1 tracking grid for English 2013 courses.

Maths 2013

For all Maths 2013 reports, please refer to the methods described in 'English Reports Pre-2013.

Note that you can produce a Maths Entry 1 tracking grid for Maths 2013 courses.

GCSE

| | |
|-------------------------------|----|
| • GCSE Tracking Reports | 20 |
|-------------------------------|----|

ICT Reports

| | |
|-----------------------------------|----|
| • ICT IA Summary | 23 |
| • ICT IA Summary (Detailed) | 26 |

Maths Reports Pre-2013

See English Reports Pre-2013

Maths and English Reports

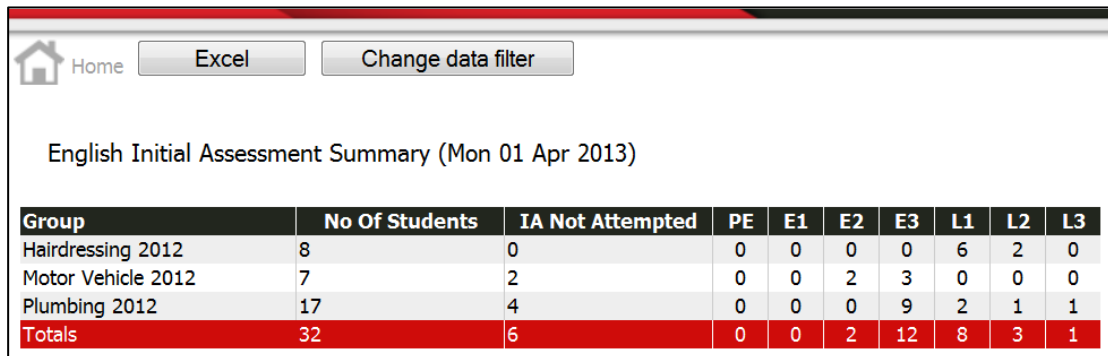
| | |
|--|----|
| • English and Maths Initial Assessment Summary | 29 |
| • English and Maths Diagnostic Summary | 31 |

| | |
|---|----|
| • How to Review a Learner's Assessment Responses | 33 |
| <i>This report is separate from those available under the 'Reports' tab. Use this report to see the answers given by a student for any assessments or Skill Checks.</i> | |

IA Group Summary

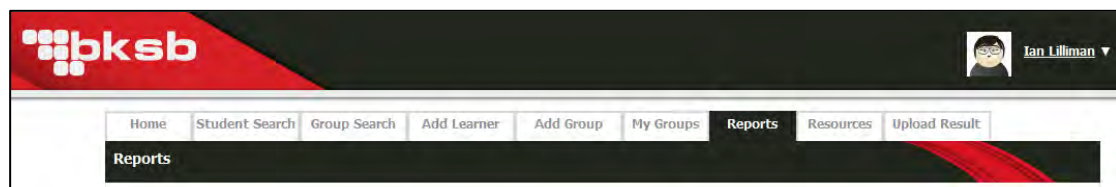
This report provides a summary of the Initial Assessment results for a group or multiple groups of learners. The report identifies the name of the group, its members and their corresponding Initial Assessment results.

EXAMPLE REPORT



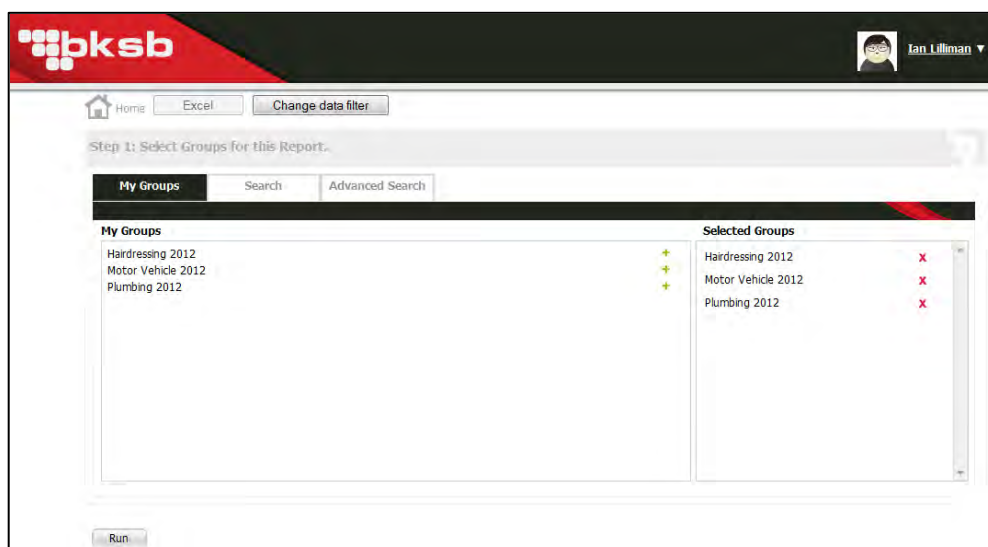
| Group | No Of Students | IA Not Attempted | PE | E1 | E2 | E3 | L1 | L2 | L3 |
|--------------------|----------------|------------------|----------|----------|----------|-----------|----------|----------|----------|
| Hairdressing 2012 | 8 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 0 |
| Motor Vehicle 2012 | 7 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 0 |
| Plumbing 2012 | 17 | 4 | 0 | 0 | 0 | 9 | 2 | 1 | 1 |
| Totals | 32 | 6 | 0 | 0 | 2 | 12 | 8 | 3 | 1 |

Step 1 – Log-in as a tutor and select the ‘**Reports**’ tab.



From the options available, select an ‘**IA Group Summary**’ report.

Step 2 – Search for the group. If you have added any groups to your ‘**My Groups**’, these will automatically be displayed on the first screen. To select a group from your ‘**My Groups**’, select the group name or the green ‘+’ symbol and the group will appear in the right-hand column called ‘**Selected Groups**’. If you select a group in error, it can easily be removed by selecting the red ‘x’ symbol.



If the group does not appear in your **'My Groups'**, select the **'Search'** tab from where you can search for the group. In the search field, type the group name. As you type, the system will quickly identify which groups match your search term. Again, to add a group(s), select the group name or the green **'+'** symbol.

If you are unsure of the group name, type a % symbol into the search field and press the enter key on your keyboard to show ALL groups in the system.

If your account administrator has added **'tags'** to any of the groups, you can search for these too. For example, in the screenshot below, the administrator is using bksbLIVE as a recruitment tool for employee selection and has created a tag called **'Vacancies'**. This field can contain additional group information and in the example it has been used to identify the type of vacancy (either **Office** or **Factory**).

To search for any of these tags, select the **'Additional Details'** tab and enter your search criteria into the search field, then select the **'Search'** button. Once the search results are displayed, choose the group(s) as necessary by selecting the group name or the green **'+'** symbol.

Step 3 – After choosing your group(s), select the **'Run'** button (in the bottom-left of the search window) to display the report.

| Group | No Of Students | IA Not Attempted | PE | E1 | E2 | E3 | L1 | L2 | L3 |
|--------------------|----------------|------------------|----------|----------|----------|-----------|----------|----------|----------|
| Hairdressing 2012 | 8 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 0 |
| Motor Vehicle 2012 | 7 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 0 |
| Plumbing 2012 | 17 | 4 | 0 | 0 | 0 | 9 | 2 | 1 | 1 |
| Totals | 32 | 6 | 0 | 0 | 2 | 12 | 8 | 3 | 1 |

The report displayed shows the following information:

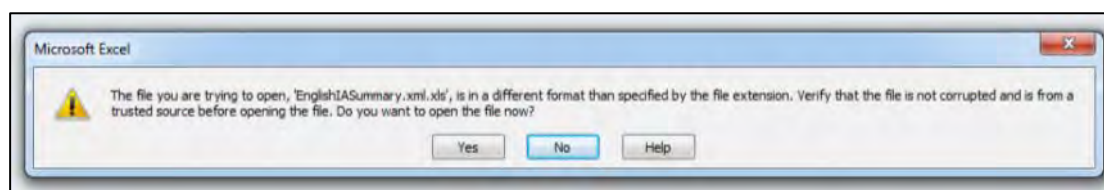
- Name of the report and the date it was run.
- Name of group(s).
- No. of students within that group.
- No. of students who have not attempted the English Initial Assessment.

The remainder of the table provides a breakdown of the levels from Pre-entry to Level 3 and the number of students which have attained a particular level. In the top-left of the report screen is a 'Home' icon. Select this if you wish to return back to the main '**Reports**' tab.

If you would like to run the report again but for different groups, select the '**Change data filter**' button to be taken back to the search window.

Above the table is a button labelled '**Excel**' from which you can export the displayed data to an Excel spreadsheet. Select the button and your Microsoft Excel program should automatically launch.

If the following warning dialog box appears, select the '**Yes**' button to continue.



After a brief moment, your report should be displayed in Excel.

| Group | No Of Students | IA Not Attempted | PE | E1 | E2 | E3 | L1 | L2 | L3 |
|--------------------|----------------|------------------|----------|----------|----------|-----------|----------|----------|----------|
| Hairdressing 2012 | 8 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 0 |
| Motor Vehicle 2012 | 7 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 0 |
| Plumbing 2012 | 17 | 4 | 0 | 0 | 0 | 9 | 2 | 1 | 1 |
| Totals | 32 | 6 | 0 | 0 | 2 | 12 | 8 | 3 | 1 |

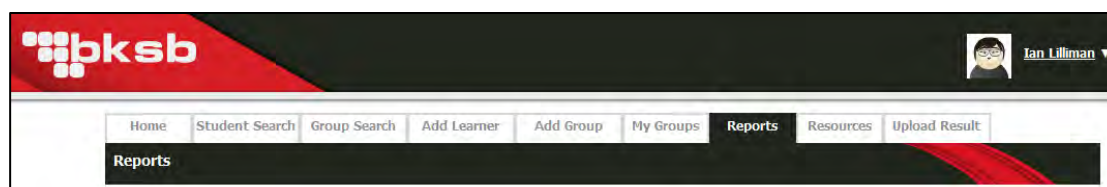
IA Group Summary (Date Selected)

This report is similar to the previous report EXCEPT you can add additional date criteria to show only those Initial Assessment results attained between two dates. This report also identifies all members of that group. Note that this report cannot be exported to Excel.

EXAMPLE REPORT


| | | | | | | | | | | |
|---|-------------------|------------------|------------------|----------------------|---------------------|----------------|----------------|----------------|----------------|--|
| <div> Home <div>Excel</div> <div>Change data filter</div> </div> | | | | | | | | | | |
| Initial Assessment Results (English) For Period (01/Oct/2012 to 28/Feb/2013) | | | | | | | | | | |
| Summary Data | | | | | | | | | | |
| Group | Students | Not Taken | Pre-Entry | Entry 1 | Entry 2 | Entry 3 | Level 1 | Level 2 | Level 3 | |
| Hairdressing 2012 | 8 | 5 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | |
| TOTALS | 8 | 5 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | |
| Detail | | | | | | | | | | |
| Hairdressing 2012 | | | | | | | | | | |
| userName | first name | last name | attempts | highest Level | lowest level | | | | | |
| AlessandraBianchi | Alessandra | Bianchi | 0 | Not Taken | Not Taken | | | | | |
| AliciaMarino | Alicia | Marino | 0 | Not Taken | Not Taken | | | | | |
| AngelaKirkland | Angela | Kirkland | 1 | L2 | L2 | | | | | |
| AnnabelMcKintyre | Annabel | McIntyre | 0 | Not Taken | Not Taken | | | | | |
| AyakaSatou | Ayaka | Satou | 1 | L1 | L1 | | | | | |
| BiancaMancini | Bianca | Mancini | 0 | Not Taken | Not Taken | | | | | |
| JaimieTovak | Jaimie | Tovak | 1 | E3 | E3 | | | | | |
| JasmineRoach | Jasmine | Roach | 0 | Not Taken | Not Taken | | | | | |

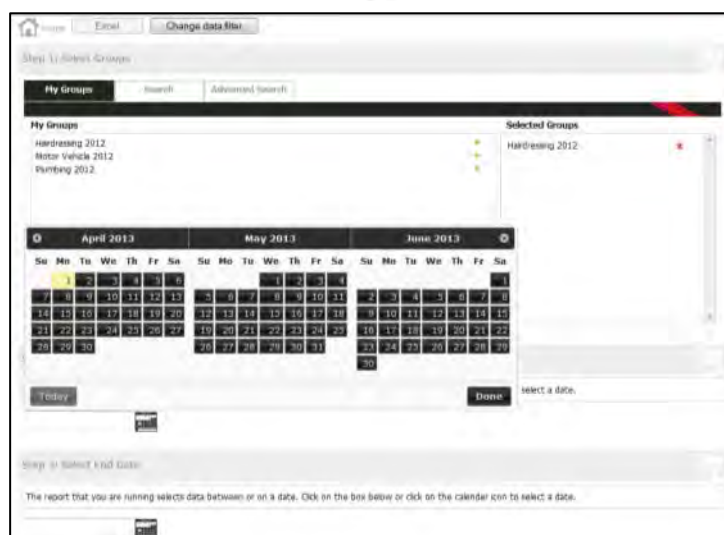
Step 1 – Log-in as a tutor and select the ‘**Reports**’ tab.



From the options available, select an ‘**IA Group Summary (Date Selected)**’ report.

Step 2 – Follow the steps as per the previous report to select a group(s).

Step 3 – Next, select the start/end dates of your report. A pop-up calendar can be activated by selecting the  calendar icon.



Step 4 – After selecting the date period, select the **‘Run’** button (in the bottom-left of the search window) to display the report.

| | | | | | | | | | |
|---|-------------------|------------------|------------------|----------------------|---------------------|----------------|----------------|----------------|----------------|
| <div> Home <div>Excel</div> <div>Change data filter</div> </div> | | | | | | | | | |
| Initial Assessment Results (English) For Period (01/Oct/2012 to 28/Feb/2013) | | | | | | | | | |
| Summary Data | | | | | | | | | |
| Group | Students | Not Taken | Pre-Entry | Entry 1 | Entry 2 | Entry 3 | Level 1 | Level 2 | Level 3 |
| Hairdressing 2012 | 8 | 5 | 0 | 0 | 0 | 1 | 1 | 1 | 0 |
| TOTALS | 8 | 5 | 0 | 0 | 0 | 1 | 1 | 1 | 0 |
| Detail | | | | | | | | | |
| Hairdressing 2012 | | | | | | | | | |
| userName | first name | last name | attempts | highest Level | lowest level | | | | |
| AlessandraBianchi | Alessandra | Bianchi | 0 | Not Taken | Not Taken | | | | |
| AliciaMarino | Alicia | Marino | 0 | Not Taken | Not Taken | | | | |
| AngelaKirkland | Angela | Kirkland | 1 | L2 | L2 | | | | |
| AnnabelMcIntyre | Annabel | McIntyre | 0 | Not Taken | Not Taken | | | | |
| AyakaSatou | Ayaka | Satou | 1 | L1 | L1 | | | | |
| BiancaMancini | Bianca | Mancini | 0 | Not Taken | Not Taken | | | | |
| JaimieTovak | Jaimie | Tovak | 1 | E3 | E3 | | | | |
| JasmineRoach | Jasmine | Roach | 0 | Not Taken | Not Taken | | | | |

The report displayed shows the following information:

- Name of the report and the date period.
- Name of group(s).
- No. of students within that group.
- No. of students who have not attempted the English Initial Assessment.
- List of group members.
- No. of attempts taken by each user and highest/lowest level achieved.

In the top-left of the report screen is a **‘Home’** icon. Select this if you wish to return back to the main **‘Reports’** tab.

Above the table is a greyed-out button labelled **‘Excel’**. Data from this report cannot be exported to Excel.

If you would like to run the report again but for different groups, select the **‘Change data filter’** button to be taken back to the search window.

IA Group Summary (Detailed)

This report is similar to the first report discussed (IA Summary) except that it also displays the individual members of the group. Up/Down arrows are displayed to quickly switch from one set of results to another. This report can also be exported to Excel.

EXAMPLE REPORT

Home

Excel

Change data filter

English Initial Assessment Summary (Mon 01 Apr 2013)

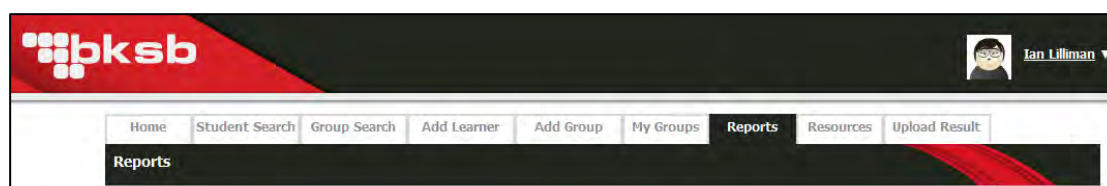
| Group | No Of Students | IA Not Attempted | PE | E1 | E2 | E3 | L1 | L2 | L3 |
|-------------------|----------------|------------------|----|----|----|----|----|----|----|
| Hairdressing 2012 | 8 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 0 |

Detailed data for group : Hairdressing 2012

| user | First Name | Last Name | Level |
|-------------------|------------|-----------|-------|
| AlessandraBianchi | Alessandra | Bianchi | L1 |
| AliciaMarino | Alicia | Marino | L1 |
| AngelaKirkland | Angela | Kirkland | L2 |
| AnnabelMcIntyre | Annabel | McIntyre | L1 |
| AyakaSatou | Ayaka | Satou | L1 |
| BiancaMancini | Bianca | Mancini | L2 |
| JaimieTovak | Jaimie | Tovak | L1 |
| JasmineRoach | Jasmine | Roach | L1 |

| | | | | | | | | | |
|--------------------|----|---|---|---|---|----|---|---|---|
| Motor Vehicle 2012 | 7 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 0 |
| Plumbing 2012 | 17 | 4 | 0 | 0 | 0 | 9 | 2 | 1 | 1 |
| Totals | 32 | 6 | 0 | 0 | 2 | 12 | 8 | 3 | 1 |

Step 1 – Log-in as a tutor and select the ‘Reports’ tab.



From the options available, select an ‘IA Group Summary (Detailed)’ report.

Step 2 – Follow the steps as already discussed in previous reports to search for and select your group(s). (*If you are unfamiliar with searching for and selecting groups, refer to the process outlined under ‘IA Group Summary’*).

Step 3 – After choosing your group(s), select the ‘Run’ button (in the bottom-left of the search window) to display the report.

Home

Excel

Change data filter

English Initial Assessment Summary (Mon 01 Apr 2013)

| Group | No Of Students | IA Not Attempted | PE | E1 | E2 | E3 | L1 | L2 | L3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------|------------------|-------|----|----|----|----|----|----|------|------------|-----------|-------|-------------------|------------|---------|----|--------------|--------|--------|----|----------------|--------|----------|----|------------------|---------|----------|----|------------|-------|-------|----|---------------|--------|---------|----|-------------|--------|-------|----|--------------|---------|-------|----|
| Hairdressing 2012 | 8 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>Detailed data for group : Hairdressing 2012</div> <table> <tr> <th>user</th> <th>First Name</th> <th>Last Name</th> <th>Level</th> </tr> <tr><td>AlessandraBianchi</td><td>Alessandra</td><td>Bianchi</td><td>L1</td></tr> <tr><td>AliciaMarino</td><td>Alicia</td><td>Marino</td><td>L1</td></tr> <tr><td>AngelaKirkland</td><td>Angela</td><td>Kirkland</td><td>L2</td></tr> <tr><td>AnnabelMcKintyre</td><td>Annabel</td><td>McIntyre</td><td>L1</td></tr> <tr><td>AyakaSatou</td><td>Ayaka</td><td>Satou</td><td>L1</td></tr> <tr><td>BiancaMancini</td><td>Bianca</td><td>Mancini</td><td>L2</td></tr> <tr><td>JaimieTovak</td><td>Jaimie</td><td>Tovak</td><td>L1</td></tr> <tr><td>JasmineRoach</td><td>Jasmine</td><td>Roach</td><td>L1</td></tr> </table> | | | | | | | | | | user | First Name | Last Name | Level | AlessandraBianchi | Alessandra | Bianchi | L1 | AliciaMarino | Alicia | Marino | L1 | AngelaKirkland | Angela | Kirkland | L2 | AnnabelMcKintyre | Annabel | McIntyre | L1 | AyakaSatou | Ayaka | Satou | L1 | BiancaMancini | Bianca | Mancini | L2 | JaimieTovak | Jaimie | Tovak | L1 | JasmineRoach | Jasmine | Roach | L1 |
| user | First Name | Last Name | Level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AlessandraBianchi | Alessandra | Bianchi | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AliciaMarino | Alicia | Marino | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AngelaKirkland | Angela | Kirkland | L2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AnnabelMcKintyre | Annabel | McIntyre | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AyakaSatou | Ayaka | Satou | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BiancaMancini | Bianca | Mancini | L2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JaimieTovak | Jaimie | Tovak | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JasmineRoach | Jasmine | Roach | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Motor Vehicle 2012 | 7 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Plumbing 2012 | 17 | 4 | 0 | 0 | 0 | 9 | 2 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 32 | 6 | 0 | 0 | 2 | 12 | 8 | 3 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

The report displayed shows the following information:

- Name of the report and the date it was run.
- Name of group(s).
- No. of students within that group.
- No. of students who have not attempted the English Initial Assessment.
- Details of all members of the group and their individual Initial Assessment result.

On the right of the table, you will see either a single or multiple white arrows in a red circle, in-line with the group name(s). The number of arrows displayed will depend on the number of groups selected for the report.

| | | | | | | | | | |
|--------------------|-----------|----------|----------|----------|----------|-----------|----------|----------|----------|
| Motor Vehicle 2012 | 7 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 0 |
| Plumbing 2012 | 17 | 4 | 0 | 0 | 0 | 9 | 2 | 1 | 1 |
| Totals | 32 | 6 | 0 | 0 | 2 | 12 | 8 | 3 | 1 |

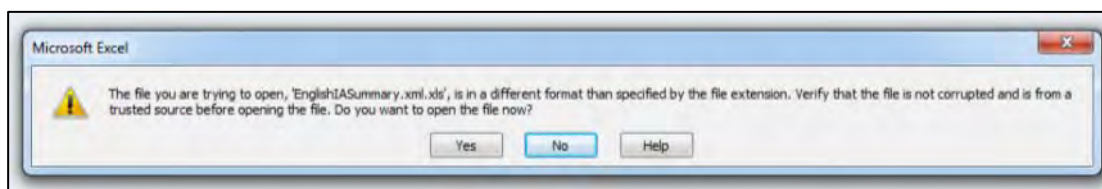
Selecting an arrow adjacent to the group name will expand the report and show details for the chosen group. Selecting the arrow again will cause the report to contract.

In the top-left of the report screen is a '**Home**' icon. Select this if you wish to return back to the main '**Reports**' tab.

If you would like to run the report again but for different groups, select the '**Change data filter**' button to be taken back to the search window.

Above the table is a button labelled 'Excel' from which you can export the displayed data to an Excel spreadsheet. Select the button and your Microsoft Excel program should automatically launch.

If the following warning dialog box appears, select the 'Yes' button to continue.



After a brief moment, your report should be displayed in Excel.

Unlike the report shown in bksbLIVE, the export-to-Excel version expands all of the learner data into one, easy to read table and identifies each group, the group's members and their individual outcomes.

| bksb English Initial Assessment Group Summary - Detailed | | | | | | | | | |
|--|------------|-------------|----|----|----|----|----|----|----|
| Hairdressing 2012 | | | | | | | | | |
| Student | First Name | Last Name | PE | E1 | E2 | E3 | L1 | L2 | L3 |
| Alessandra Bianchi | Alessandra | Bianchi | | | | | X | | |
| Alicia Marino | Alicia | Marino | | | | | X | | |
| Angela Kirkland | Angela | Kirkland | | | | | | X | |
| Annabel McIntyre | Annabel | McIntyre | | | | | X | | |
| Ayaka Satou | Ayaka | Satou | | | | | X | | |
| Bianca Mancini | Bianca | Mancini | | | | | | X | |
| Jaimie Tovak | Jaimie | Tovak | | | | | X | | |
| Jasmine Roach | Jasmine | Roach | | | | | X | | |
| | | | 0 | 0 | 0 | 0 | 6 | 2 | 0 |
| Motor Vehicle 2012 | | | | | | | | | |
| Student | First Name | Last Name | PE | E1 | E2 | E3 | L1 | L2 | L3 |
| Donatella Romano | Donatella | Romano | | | | | | | |
| Francis Dobson | Francis | Dobson | | | X | | | | |
| John Smith | John | Smith | | | | X | | | |
| Maisie Smith | Maisie | Smith | | | X | | | | |
| Penelope Scott | Penelope | Scott | | | | X | | | |
| Philip Fitzpatrick | Philip | Fitzpatrick | | | | X | | | |
| Terri Redfern | Terri | Redfern | | | | | | | |
| | | | 0 | 0 | 2 | 3 | 0 | 0 | 0 |
| Plumbing 2012 | | | | | | | | | |
| Student | First Name | Last Name | PE | E1 | E2 | E3 | L1 | L2 | L3 |
| Alan Pritchard | Alan | Pritchard | | | | X | | | |
| Amber McKinnon | Amber | McKinnon | | | | X | | | |
| David Lawrence | David | Lawrence | | | | | | | |
| Frank Dewsbury | Frank | Dewsbury | | | | | | | |
| Gerard Simmons | Gerard | Simmons | | | | | X | | |
| Harry Crossland | Harry | Crosland | | | | X | | | |
| Jennifer Porter | Jennifer | Porter | | | | X | | | |

Where a learner has no red cell highlighted, this means that learner has not taken the English Initial Assessment.

Student Progress Report

The student progress report creates a highly-detailed report on how an individual learner is progressing through their course and includes information such as the number of Skill Checks to complete (if licenced), together with the number of attempts at each Skill Check and the percentage score for each attempt.

The report also identifies which topics have been successfully completed.

This report cannot be exported to Excel.

EXAMPLE REPORT

The screenshot shows the bksbLIVE interface for a student progress report. At the top, there's a header with the bksb logo and a user profile for 'Tan Lilliman'. Below the header, there are navigation buttons: 'Home', 'Excel', and 'Change data filter'. The main section is titled 'English Progress' and shows the user's name as 'PenelopeScott'. Under 'Initial Assessment', there's a table with two rows, both showing 'Mon 24 Sep 2012' and 'E3'.

The 'Levels' section is expanded for 'English E3'. It shows an 'English E3 Diagnostic' table with columns for Date, Score, Out Of, and Percent. The data row shows 'Mon 24 Sep 2012', '37', '58', and '63'. Below this, there's a section for '(Needs Practice) Subjects'.

Under '(Needs Practice) Subjects', there are several skill check sections:

- Using context** (Still Working On): Skill Checks Rqd : 2, Skill Checks Passed : 0, Tutor Mark Complete : N. It includes a table for 'Instructional Texts' and 'Using Context' with 'Passed : N' and 'Attempts : 0'.
- Comprehension** (Complete): Skill Checks Rqd : 5, Skill Checks Passed : 5, Tutor Mark Complete : N. It includes several sub-sections with tables:
 - Reading Comprehension**: Passed : Y, Attempts : 1. Table with Date, Score, Comment. Row: Mon 01 Apr 2013, 93%, P.
 - Skimming**: Passed : Y, Attempts : 3. Table with Date, Score, Comment. Rows: Mon 01 Apr 2013, 20%, F; Mon 01 Apr 2013, 40%, F; Mon 01 Apr 2013, 80%, P.
 - Scanning**: Passed : Y, Attempts : 1. Table with Date, Score, Comment. Row: Mon 01 Apr 2013, 81%, P.
 - Detailed Reading**: Passed : Y, Attempts : 1. Table with Date, Score, Comment. Row: Mon 01 Apr 2013, 80%, P.
 - Reading Strategies**: Passed : Y, Attempts : 1. Table with Date, Score, Comment. Row: Mon 01 Apr 2013, 90%, P.
- Spot the sentence** (Still Working On): Skill Checks Rqd : 1, Skill Checks Passed : 0, Tutor Mark Complete : N. It includes a table for 'Grammar' with 'Passed : N' and 'Attempts : 0'.
- Capital letters** (Still Working On): Skill Checks Rqd : 1, Skill Checks Passed : 0, Tutor Mark Complete : N. It includes a table for 'Capital Letters' with 'Passed : N' and 'Attempts : 0'.

Below the '(Needs Practice) Subjects' section, there's a section for '(Take Care) Subjects'.

Under '(Take Care) Subjects', there are two skill check sections:

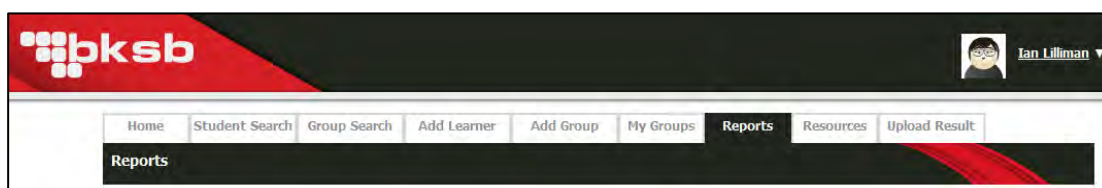
- Verbs** (Still Working On): Skill Checks Rqd : 1, Skill Checks Passed : 0, Tutor Mark Complete : N. It includes a table for 'Grammar' with 'Passed : N' and 'Attempts : 0'.
- Spelling key words** (Still Working On): Skill Checks Rqd : 2, Skill Checks Passed : 0, Tutor Mark Complete : N. It includes two tables: 'Spelling Strategies and Key Words' and 'Spelling Rules and Phonics', both with 'Passed : N' and 'Attempts : 0'.

At the bottom, there's a section for '(Very Good) Subjects'.

Under '(Very Good) Subjects', there's a table with the following rows:

- Information from a diagram
- Reading key words
- Alphabetical order
- End of sentence punctuation
- Sequencing

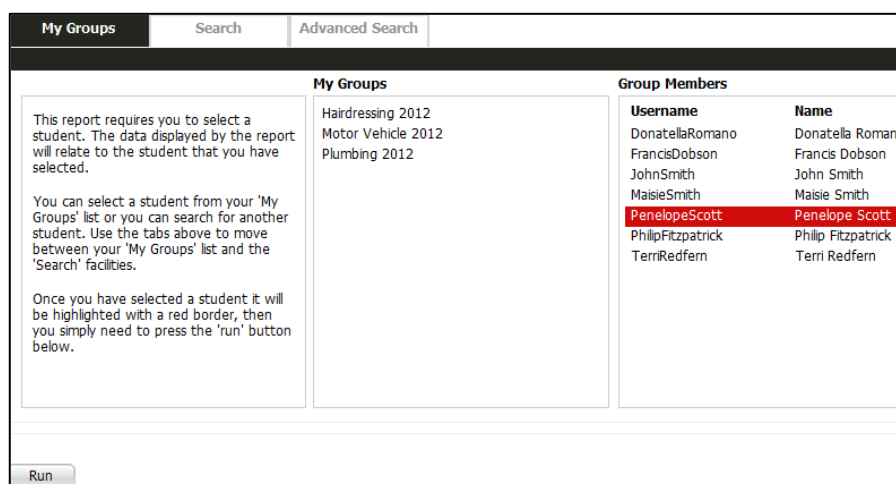
Step 1 – Log-in as a tutor and select the ‘**Reports**’ tab.



From the options available, select a ‘**Student Progress**’ report.

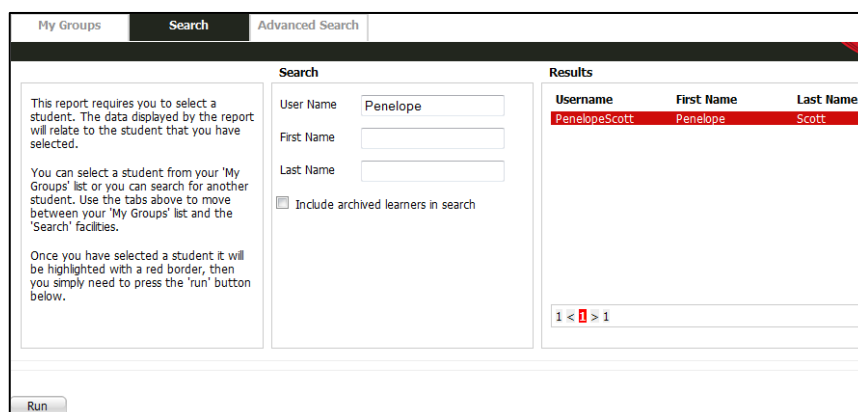
Step 2 – Next, you need to locate the individual learner. This can be achieved in a number of ways:

- a) After selecting to run the report, you will be taken to the search page. By default, any groups in your ‘**My Groups**’ will be displayed. Selecting any of the group names will reveal the members of the group. Select a student, and then go to Step 3.



- b) If the learner is not in a group within your ‘**My Groups**’, select the ‘**Search**’ tab, then complete the search fields as necessary to locate the student.

As you type into the field, the system will update the results that match your search criteria. Once the student is located, select their name to highlight it and go to step 3.



Step 3 – Select the ‘Run’ button (in the bottom-left of the search window) to display the report.

The screenshot displays the bksbLIVE reporting interface. At the top, the bksb logo is on the left, and a user profile for 'Tan Lilliman' is on the right. Below the logo, there are navigation buttons: 'Home', 'Excel', and 'Change data filter'. The main section is titled 'English Progress' and shows the user's details: Username: PenelopeScott, Name: Penelope Scott. Below this, it indicates 'Initial Assessment' with a table showing two entries for 'Mon 24 Sep 2012' at 'Level E3'.

The 'Levels' section is expanded for 'English E3'. It shows the 'English E3 Diagnostic' results for 'Mon 24 Sep 2012' with a Score of 37, Out Of 58, and Percent 63. Below this, the report is divided into three sections: '(Needs Practice) Subjects', '(Take Care) Subjects', and '(Very Good) Subjects'.

(Needs Practice) Subjects

- Using context** (Still Working On): Skill Checks Rqd: 2, Skill Checks Passed: 0, Tutor Mark Complete: N. Includes 'Instructional Texts' and 'Using Context'.
- Comprehension** (Complete): Skill Checks Rqd: 5, Skill Checks Passed: 5, Tutor Mark Complete: N. Includes 'Reading Comprehension', 'Skimming', 'Scanning', 'Detailed Reading', and 'Reading Strategies'.
- Spot the sentence** (Still Working On): Skill Checks Rqd: 1, Skill Checks Passed: 0, Tutor Mark Complete: N. Includes 'Grammar'.
- Capital letters** (Still Working On): Skill Checks Rqd: 1, Skill Checks Passed: 0, Tutor Mark Complete: N. Includes 'Capital Letters'.

(Take Care) Subjects

- Verbs** (Still Working On): Skill Checks Rqd: 1, Skill Checks Passed: 0, Tutor Mark Complete: N. Includes 'Grammar'.
- Spelling key words** (Still Working On): Skill Checks Rqd: 2, Skill Checks Passed: 0, Tutor Mark Complete: N. Includes 'Spelling Strategies and Key Words' and 'Spelling Rules and Phonics'.

(Very Good) Subjects

- Information from a diagram
- Reading key words
- Alphabetical order
- End of sentence punctuation
- Sequencing

The report displayed shows the following information:

- Name of the report.
- Name and username of the student.
- The student's diagnostic score in numeric and percentage format.

The table is then divided into three sections:

- **(Needs Practice) Subjects** – *these are the key areas for development and are the only ones that make a contribution to the learner's progress.*
- **(Take Care) Subjects.**
- **(Very Good) Subjects.**

Under the section called '**(Needs Practice) Subjects**' are all the areas the learner needs to work on. In the screenshot below is a whole topic which the student has not yet started.

In the screenshot below, the student has worked through the topic of '**Comprehension**' which comprised of 5 separate Skill Checks. All the relevant Skill Checks have been completed but the report identifies the subject of '**Skimming**' took three attempts to pass.

On each attempt, the system logs the date of the attempt, the percentage score and whether or not the student passed.

| Reading Comprehension | | | Passed : Y Attempts : 1 |
|-----------------------|-------|---------|-------------------------|
| Date | Score | Comment | |
| Mon 01 Apr 2013 | 93% | P | |

| Skimming | | | Passed : Y Attempts : 3 |
|-----------------|-------|---------|-------------------------|
| Date | Score | Comment | |
| Mon 01 Apr 2013 | 20% | F | |
| Mon 01 Apr 2013 | 40% | F | |
| Mon 01 Apr 2013 | 80% | P | |

| Scanning | | | Passed : Y Attempts : 1 |
|-----------------|-------|---------|-------------------------|
| Date | Score | Comment | |
| Mon 01 Apr 2013 | 81% | P | |

| Detailed Reading | | | Passed : Y Attempts : 1 |
|------------------|-------|---------|-------------------------|
| Date | Score | Comment | |
| Mon 01 Apr 2013 | 80% | P | |

| Reading Strategies | | | Passed : Y Attempts : 1 |
|--------------------|-------|---------|-------------------------|
| Date | Score | Comment | |
| Mon 01 Apr 2013 | 90% | P | |



If you do not have the Skill Checks summative assessment software, tutors will need to manually mark off work as completed. Where a tutor has marked a topic as complete, the report will show this by placing a 'Y' next to '**Tutor Mark Complete:**'

In the report, under the section '**(Take Care) Subjects**' are topics where the system identified the learner to have limited knowledge but are not identified as topics to work on.

The screenshot shows a web interface titled "(Take Care) Subjects". It contains two main sections: "Verbs" and "Spelling key words". Each section has a status indicator "Still Working On" in red, a "Skill Checks Rqd" count, a "Skill Checks Passed" count, and a "Tutor Mark Complete" status. The "Verbs" section shows "Grammar" with "Passed : N" and "Attempts : 0". The "Spelling key words" section shows "Spelling Strategies and Key Words" and "Spelling Rules and Phonics", both with "Passed : N" and "Attempts : 0".

| Section | Status | Skill Checks Rqd | Skill Checks Passed | Tutor Mark Complete |
|-----------------------------------|------------------|------------------|---------------------|---------------------|
| Verbs | Still Working On | 1 | 0 | N |
| Grammar | | | Passed : N | Attempts : 0 |
| Spelling key words | Still Working On | 2 | 0 | N |
| Spelling Strategies and Key Words | | | Passed : N | Attempts : 0 |
| Spelling Rules and Phonics | | | Passed : N | Attempts : 0 |

If a learner has the time, it is recommended that they work through these topics; however, these will not make any contribution to the overall student progress in the system.

In the top-left of the report screen is a '**Home**' icon. Select this if you wish to return back to the main '**Reports**' tab.

Above the table is a greyed-out button labelled '**Excel**'. Data from this report cannot be exported to Excel.

If you would like to run the report again but for different students, select the '**Change data filter**' button to be taken back to the search window.

Tracking Grids

Unlike some of the other reports discussed previously, the tracking grids are **INTERACTIVE** and can be used to mark off a learner's progress. This is particularly useful if you do not subscribe to the Skill Checks summative assessments and rely upon manually marking off work as completed.

This report can be exported to Excel.

EXAMPLE REPORT (LEVEL 2 'ENGLISH')

Data Key

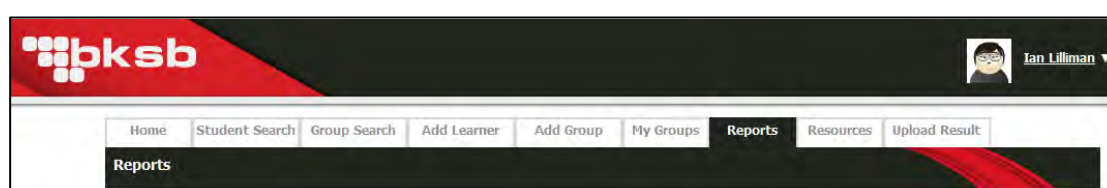
| | | | |
|----|----------------------|----|------------------------------|
| 1 | Punctuation | 2 | Spellings |
| 3 | Compound words | 4 | Synonyms |
| 5 | Using a dictionary | 6 | Apostrophes |
| 7 | Inverted commas | 8 | Colons, semi-colons & commas |
| 9 | Active/passive verbs | 10 | Pronouns |
| 11 | Locating information | 12 | Use appropriate language |
| 13 | Proofreading | 14 | Fact/opinion/bias |

N = No Diagnostic Assessment taken at this level X = Subject to work on P = Subject complete

English L2 Tracking

| userName | first name | last name | IA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|-------------------|------------|-----------|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| AlessandraBianchi | Alessandra | Bianchi | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AliciaMarino | Alicia | Marino | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AngelaKirkland | Angela | Kirkland | L2 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AnnabelMcIntyre | Annabel | McIntyre | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AyakaSatou | Ayaka | Satou | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| BiancaMancini | Bianca | Mancini | L2 | X | | | X | | | | | | | X | X | X | X |
| JaimieTovak | Jaimie | Tovak | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| JasmineRoach | Jasmine | Roach | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Totals | | | | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |

Log-in as a tutor and select the **'Reports'** tab.



Step 1 – From the options available, select the relevant level **'Tracking Grid'**, depending on the level of interest to you.

Step 2 – Follow the steps as already discussed in previous reports to search for and select a group. (*If you are unfamiliar with searching for and selecting a group, refer to the process outlined under 'IA Group Summary'*). Note that in this report, you can only search for and report on a single group.

Step 3 – Select the **'Run'** button in the bottom-left of the screen to display the report for the selected group.

In the following screenshot (overleaf) of a Level 2 tracking grid, a single student, Bianca Mancini, has taken a diagnostic assessment at Level 2 and a number of red crosses **'X'** appear in the grid. These signify the gaps in the student's knowledge and the topics the student needs to work on.

You will note that other students are shown in the tracking grid. They are shown because they are all members of the same group.

However, where the letter 'N' is shown, this signifies the student has not yet taken an Diagnostic Assessment and because this is a Level 2 tracking grid, only those students that have taken a Level 2 Diagnostic Assessment will have their results show in this grid. For other students, you need to select the relevant tracking grid for that student depending on the Diagnostic Assessment they have taken.

| userName | first name | last name | IA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|-------------------|------------|-----------|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| AlessandraBianchi | Alessandra | Bianchi | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AliciaMarino | Alicia | Marino | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AngelaKirkland | Angela | Kirkland | L2 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AnnabelMcIntyre | Annabel | McIntyre | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AyakaSatou | Ayaka | Satou | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| BiancaMancini | Bianca | Mancini | L2 | X | | | X | | | | | | | X | X | X | X |
| JaimieTovak | Jaimie | Tovak | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| JasmineRoach | Jasmine | Roach | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Totals | | | | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |

Each green cross displayed on the tracking grid is interactive and its state can be manually changed from a red cross 'X' to a green 'P' (for 'Pass') simply by clicking on the red cross 'X' symbol. Likewise, this can be reversed by clicking on the letter again to change it back to a cross.

| userName | first name | last name | IA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|-------------------|------------|-----------|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| AlessandraBianchi | Alessandra | Bianchi | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AliciaMarino | Alicia | Marino | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AngelaKirkland | Angela | Kirkland | L2 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AnnabelMcIntyre | Annabel | McIntyre | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AyakaSatou | Ayaka | Satou | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| BiancaMancini | Bianca | Mancini | L2 | P | | | P | | | | | | | P | P | P | P |
| JaimieTovak | Jaimie | Tovak | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| JasmineRoach | Jasmine | Roach | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Totals | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Along the top of the table (above) in red are numbers 1 to 14. These numbers correspond to the 'Data Key' (relevant for Level 2 only – see screenshot below).

| | |
|-------------------------|--------------------------------|
| 1 Punctuation | 2 Spellings |
| 3 Compound words | 4 Synonyms |
| 5 Using a dictionary | 6 Apostrophes |
| 7 Inverted commas | 8 Colons, semi-colons & commas |
| 9 Active/passive verbs | 10 Pronouns |
| 11 Locating information | 12 Use appropriate language |
| 13 Proofreading | 14 Fact/opinion/bias |

N = No Diagnostic Assessment taken at this level X = Subject to work on P = Subject complete

For other reports, these will differ. For example, below is the data key for English Entry 3 which shows just 11 topics (as opposed to the 14 topics for Level 2).

| | |
|---------------------|-------------------------------|
| 1 Reading key words | 2 Spelling key words |
| 3 Comprehension | 4 Spot the sentence |
| 5 Capital letters | 6 End of sentence punctuation |
| 7 Verbs | 8 Alphabetical order |
| 9 Using context | 10 Info from a diagram |
| 11 Sequencing | |

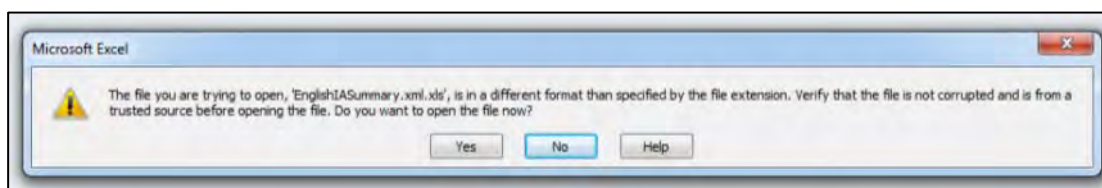
N = No Diagnostic Assessment taken at this level X = Subject to work on P = Subject complete

In the top-left of the report screen is a '**Home**' icon. Select this if you wish to return back to the main '**Reports**' tab.

If you would like to run the report again but for a different group, select the '**Change data filter**' button at the top of the screen to be taken back to the search window.

Above the table is a button labelled '**Excel**' from which you can export the displayed data to an Excel spreadsheet. Select the button and your Microsoft Excel program should automatically launch.

If the following warning dialog box appears, select the '**Yes**' button to continue.



After a brief moment, your report should be displayed in Excel.

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R |
|----|--|-------------------|------------------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|
| 1 | English L2 Tracking (Hairdressing 2012) | | | | | | | | | | | | | | | | | |
| 2 | user name | first name | last name | IA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 3 | AlessandraBianchi | Alessandra | Bianchi | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| 4 | AliciaMarino | Alicia | Marino | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| 5 | AngelaKirkland | Angela | Kirkland | L2 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| 6 | AnnabelMcKintyre | Annabel | McIntyre | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| 7 | AyakaSatou | Ayaka | Satou | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| 8 | BiancaMancini | Bianca | Mancini | L2 | X | | | X | | | | | | | X | X | X | X |
| 9 | JaimieTovak | Jaimie | Tovak | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| 10 | JasmineRoach | Jasmine | Roach | L1 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| 11 | | | | | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |

ESOL (Reading/Writing) Tracking Grids

The ESOL Reading /Writing tracking grids are created using a similar process to that for the English or maths tracking grids and, like their counterparts, are INTERACTIVE and can be used to mark off a learner's progress. This is particularly useful if you do not subscribe to the English Skill Checks Summative Assessments and rely upon manually marking off work as completed. Please note that the ESOL tracking grids only apply to Entry 3, Level 1 and Level 2. These reports can be exported to Excel.

EXAMPLE REPORT (LEVEL 1 WRITING)

Data Key

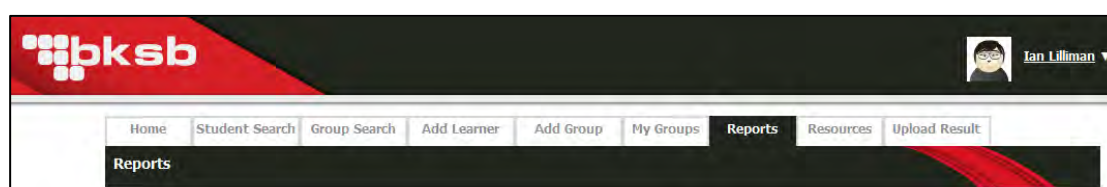
| | | | |
|---|-------------------------------|---|-----------------------|
| 1 | Apply planning strategies | 2 | Sequencing texts |
| 3 | Write using complex sentences | 4 | Using verbs correctly |
| 5 | Locating information | 6 | Homophones |

N = No Diagnostic Assessment taken at this level X = Subject to work on P = Subject complete

ESOL Writing L1 Tracking

| userName | first name | last name | IA | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------|------------|------------|----|---|---|---|---|---|---|
| AlanPritchard | Alan | Pritchard | | N | N | N | N | N | N |
| AmberMcKinnon | Amber | McKinnon | | N | N | N | N | N | N |
| DavidLawrence | David | Lawrence | | N | N | N | N | N | N |
| FrankDewsbury | Frank | Dewsbury | | N | N | N | N | N | N |
| GerardSimmons | Gerard | Simmons | | N | N | N | N | N | N |
| HarryCrossland | Harry | Crosland | | N | N | N | N | N | N |
| JenniferPorter | Jennifer | Porter | | N | N | N | N | N | N |
| JohnSpencer | John | Spencer | | N | N | N | N | N | N |
| LillianMontgomery | Lillian | Montgomery | | N | N | N | N | N | N |
| MargaretCollins | Margaret | Collins | | N | N | N | N | N | N |
| MikeTravis | Mike | Travis | | N | N | N | N | N | N |
| NakitaThompson | Nakita | Thompson | | N | N | N | N | N | N |
| NathanPayne | Nathan | Payne | | N | N | N | N | N | N |
| RichardFox | Richard | Fox | | N | N | N | N | N | N |
| SandeepMultani | Sandeep | Multani | L1 | | X | X | | X | X |

Log-in as a tutor and select the 'Reports' tab.



Step 1 – From the options available under 'ESOL', select the relevant 'ESOL Reading (level) Tracking Grid' or 'ESOL Writing (level) Tracking Grid', depending on the topic and level of interest to you.

Step 2 – Follow the steps as already discussed in previous reports to search for and select a group. (If you are unfamiliar with searching for and selecting a group, refer to the process outlined under 'IA Group Summary'). Note that in this report, you can only search for and report on a single group.

Step 3 – Select the ‘Run’ button in the bottom-left of the screen to display the report for the selected group.

Home

Excel

Change data filter

Data Key

1

Apply planning strategies

2

Sequencing texts

3

Write using complex sentences

4

Using verbs correctly

5

Locating information

6

Homophones

N = No Diagnostic Assessment taken at this level

X = Subject to work on

P = Subject complete

ESOL Writing L1 Tracking

| userName | first name | last name | IA | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------|------------|------------|----|---|---|---|---|---|---|
| AlanPritchard | Alan | Pritchard | | N | N | N | N | N | N |
| AmberMcKinnon | Amber | McKinnon | | N | N | N | N | N | N |
| DavidLawrence | David | Lawrence | | N | N | N | N | N | N |
| FrankDewsbury | Frank | Dewsbury | | N | N | N | N | N | N |
| GerardSimmons | Gerard | Simmons | | N | N | N | N | N | N |
| HarryCrossland | Harry | Crosland | | N | N | N | N | N | N |
| JenniferPorter | Jennifer | Porter | | N | N | N | N | N | N |
| JohnSpencer | John | Spencer | | N | N | N | N | N | N |
| LillianMontgomery | Lillian | Montgomery | | N | N | N | N | N | N |
| MargaretCollins | Margaret | Collins | | N | N | N | N | N | N |
| MikeTravis | Mike | Travis | | N | N | N | N | N | N |
| NakitaThompson | Nakita | Thompson | | N | N | N | N | N | N |
| NathanPayne | Nathan | Payne | | N | N | N | N | N | N |
| RichardFox | Richard | Fox | | N | N | N | N | N | N |
| SandeepMultani | Sandeep | Multani | L1 | | X | X | | X | X |
| SandraRamirez | Sandra | Ramirez | | N | N | N | N | N | N |
| susanberesford | Sue | Beresford | | N | N | N | N | N | N |
| Totals | | | | 0 | 1 | 1 | 0 | 1 | 1 |

In the above screenshot of an ESOL Writing Level 1 tracking grid, a single student, Sandeep Multani, has taken a diagnostic assessment at Level 1 and a number of red crosses ‘X’ appear in the grid. These signify the gaps in his English knowledge and the topics he needs to work on.

You will note that other students are shown in the tracking grid. They are shown because they are all members of the same group.

However, where the letter ‘N’ is shown, this signifies the student has not yet taken an ESOL Writing Level 1 Diagnostic Assessment and because this is a Level 1 tracking grid, only those students that have taken an ESOL Writing Level 1 Diagnostic Assessment will have their results show in this grid. For other students, you need to select the relevant tracking grid for that student depending on the diagnostic assessment they have taken.

| | | | | | | | | | |
|----------------|---------|---------|----|---|---|---|---|---|---|
| SandeepMultani | Sandeep | Multani | L1 | | X | X | | X | X |
| SandraRamirez | Sandra | Ramirez | | N | N | N | N | N | N |

Each cross displayed on the tracking grid is interactive and its state can be manually changed from a red cross 'X' to a green 'P' (for 'Pass') simply by clicking on the red cross 'X' symbol. Likewise, this can be reversed by clicking on the letter again to change it back to a cross.

| | | | | | | | | | |
|----------------|---------|---------|----|---|---|---|---|---|---|
| SandeepMultani | Sandeep | Multani | L1 | | P | X | | P | X |
| SandraRamirez | Sandra | Ramirez | | N | N | N | N | N | N |

Along the top of the table (above) in red are numbers 1 to 6. These numbers correspond to the 'Data Key' (for ESOL Writing Level 1).

| | |
|---------------------------------|-------------------------|
| 1 Apply planning strategies | 2 Sequencing texts |
| 3 Write using complex sentences | 4 Using verbs correctly |
| 5 Locating information | 6 Homophones |

N = No Diagnostic Assessment taken at this level X = Subject to work on P = Subject complete

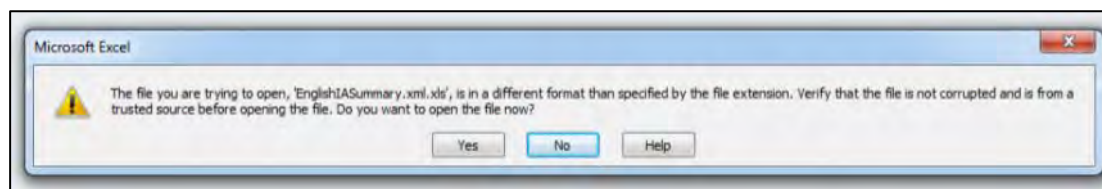
For other ESOL reports, these will differ.

In the top-left of the report screen is a 'Home' icon. Select this if you wish to return back to the main 'Reports' tab.

If you would like to run the report again but for different groups, select the 'Change data filter' button to be taken back to the search window.

Above the table is a button labelled 'Excel' from which you can export the displayed data to an Excel spreadsheet. Select the button and your Microsoft Excel program should automatically launch.

If the following warning dialog box appears, select the 'Yes' button to continue.

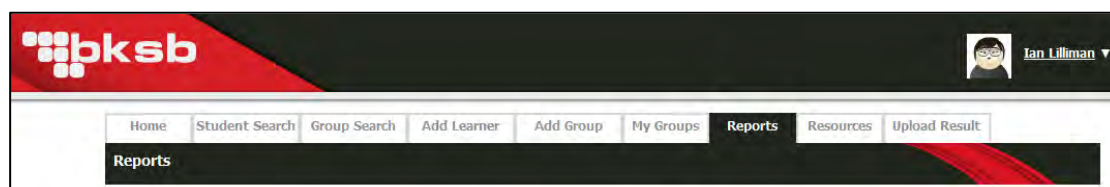


After a brief moment, your report should be displayed in Excel.

GCSE Tracking Reports

A tracking report relates to the GCSE Diagnostic Assessment and details the members of a (single) group and all of the individual learner's skill gaps. The report is also interactive so that a tutor may mark off areas of the GCSE curriculum as completed. This report can also be exported to Excel.

Log-in as a tutor and select the '**Reports**' tab.



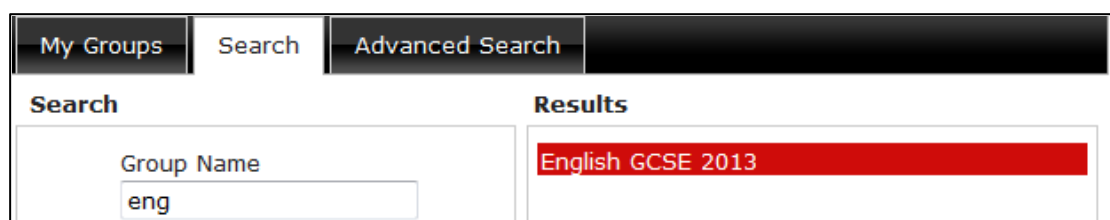
Step 1 – Select '**GCSE**' and from the drop-down list, look for the reports with the word Tracking in their name, i.e. '**GCSE Maths Tracking**' or '**GCSE English Tracking**' then select '**Run Report**'. In the example below, you will see how to complete a GCSE English Tracking report.



Step 2 – On the next screen, the '**My Groups**' tab will be highlighted and will display any groups that belong to your My Groups. Remember, '**My Groups**' is similar to favourites in your web browser. Any groups you need to access on a regular basis should be added to your My Groups.

If the group is not displayed, select the '**Search**' tab and in the search box, type the name of the group. Note that as you type, the system will reveal all matches. For example, below I have searched for 'Eng' and have found the group 'English GCSE 2013'.

From the results, select the name of a group to highlight it in red. If you select a group in error, repeat the search process again.



Step 3 – Select the '**Run**' button in the bottom-left to run the report. After a brief moment, the report will be displayed.

At the top of the report is displayed the data key which identifies all of the subjects covered by the diagnostic assessment (in this English GCSE example, there are 33 topics listed).

| | |
|--------------------|----------------------------|
| 1 Capital Letters | 12 Paragraphing |
| 2 Speech Marks | 13 Apostrophe |
| 3 Comma | 14 Use of Brackets |
| 4 Use of Colon | 15 Use of Semi Colon |
| 5 Simple Sentences | 16 Complex Sentences |
| 6 Topic Sentences | 17 Subordinate Clause |
| 7 Onomatopoeia | 18 Similes |
| 8 Adjectives | 19 Adverbs |
| 9 Verbs | 20 Tenses |
| 10 Similes | 21 Emotive Language |
| 11 Typing | 22 Alliteration |
| 12 Rhyme | 23 Imagery |
| 13 Personification | 24 Metaphors |
| 14 Imagery | 25 Text Analysis |
| 15 Homophones | 26 Summarising Text |
| 16 Types of Text | 27 Features of Non-Fiction |
| 17 Poetry Analysis | |

Below the data key is a table identifying:

- Username
- First Name
- Last name

The remainder of the table identifies the gaps in the learner's knowledge. Note that the numbers along the top row of the table (in red) correlate to the data key.

Here is an example of a report for three students. Within the table will be either an 'N', 'X', 'P' or a **blank space**. A key to these labels can be found above the table.

- 'N' means no GCSE diagnostic assessment has been taken.
- 'X' means this subject has been identified as a skill gap.
- 'P' means a tutor has marked a subject as 'Pass'
- **Where a subject is blank, this means the learner passed that subject.**

N = No Diagnostic Assessment taken at this level X = Subject to work on P = Subject complete



GCSE English Tracking


| username | first name | last name | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|----------|------------|------------|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| AB10136 | Abigail | Booth | | | | | X | | | | | X | X | | P | P | P | X | X | | | | X | X | | X | | X | | X |
| DC10147 | Diane | Collingham | | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| JS10125 | John | Smith | | | | | | | | | | P | P | X | P | X | X | X | X | P | X | X | X | X | X | X | | X | | X |
| Totals | | | | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 0 | 2 | 0 | 2 |

A tutor can mark a topic as completed by selecting an 'X' and changing it to a 'P'.

Selecting the 'P' will change it back to an 'X'.

Here is an example of a full report.

  Ian Lilliman ▾

 back Excel Change data filter

Data Key

| | |
|--------------------|----------------------------|
| 1 Capital Letters | 2 Paragraphing |
| 3 Speech Marks | 4 Apostrophe |
| 5 Comma | 6 Use of Brackets |
| 7 Use of Colon | 8 Use of Semi Colon |
| 9 Simple Sentences | 10 Complex Sentences |
| 11 Topic Sentences | 12 Subordinate Clause |
| 13 Openings | 14 Senses |
| 15 Adjectives | 16 Adverbs |
| 17 Verbs | 18 Tenses |
| 19 Simile | 20 Emotive Language |
| 21 Tripling | 22 Alliteration |
| 23 Sibilance | 24 Imagery |
| 25 Personification | 26 Metaphors |
| 27 Hyperbole | 28 Text Analysis |
| 29 Homophones | 30 Summarising Text |
| 31 Types of Text | 32 Features of Non-Fiction |
| 33 Poetry Analysis | |

N = No Diagnostic Assessment taken at this level X = Subject to work on P = Subject complete

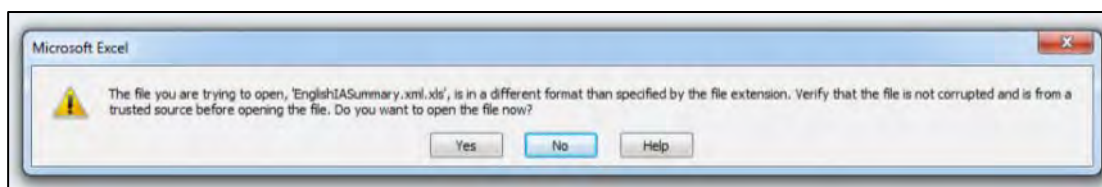
GCSE English Tracking

| username | first name | last name | IA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|----------|------------|------------|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| AB10136 | Abigail | Booth | GCSE | | | | X | | | | | X | X | | P | P | P | X | X | X | | | X | X | | X | | X | | X |
| DC10147 | Diane | Collingham | FS | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| JS10125 | John | Smith | GCSE | | | | | | | | | P | P | X | P | X | X | X | X | P | X | X | X | X | X | X | | X | | X |
| Totals | | | | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |

In the top-left of the report screen is a 'Back' icon. Select this if you wish to return back to the main 'Reports' tab. If you would like to run the report again but for

different groups, select the '**Change data filter**' button to be taken back to the search window.

Above the table is a button labelled '**Excel**' from which you can export the displayed data to an Excel spreadsheet. Select the button and your Microsoft Excel program should automatically launch. If the following warning dialog box appears, select the '**Yes**' button to continue.




After a brief moment, your report should be displayed in Excel.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|------------|------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Report.xml-1 - Microsoft Excel | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| File Home Insert Page Layout Formulas Data Review View Acrobat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Clipboard Font Alignment Number Styles Cells | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AB | AC | AD | AE | AF | AG | AH | AI | AJ | AK | |
| 1 | GCSE English Tracking (English GCSE 2013) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | user name | first name | last name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | |
| 3 | AB10136 | Abigail | Booth | | | | | X | | | | | X | X | P | P | P | X | X | X | | | | X | X | | X | X | X | X | X | X | X | X | X | X | X |
| 4 | DC10147 | Diane | Collingham | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| 5 | JS10125 | John | Smith | | | | | | | | | | P | P | X | P | X | X | X | P | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| 6 | | | | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 1 | 2 |

ICT IA Summary

This report displays the ICT Initial Assessment results for a group(s) of students. The report is divided into the 8 key modules that comprise the assessment (*Wordprocessing, Spreadsheets, Database, Email, Internet, Publishing, Presentation and General [IT Basics, Health, Safety & Security, File Management]*) and provides valuable feedback on the overall outcomes for all students. Note that this report can be exported to Excel.

EXAMPLE (PARTIAL) REPORT


[Home](#)
[Excel](#)
[Change data filter](#)

ICT Initial Assessment Summary (Wed 03 Apr 2013)

General

| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
|-------------------|----------|-----------|----------|----|----|----|
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 4 | 1 |
| Totals | 8 | 3 | 0 | 0 | 4 | 1 |

Wordprocessing

| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
|-------------------|----------|-----------|----------|----|----|----|
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 4 | 1 |
| Totals | 8 | 3 | 0 | 0 | 4 | 1 |

Spreadsheets

| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
|-------------------|----------|-----------|----------|----|----|----|
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 5 | 0 |
| Totals | 8 | 3 | 0 | 0 | 5 | 0 |

Database

| Group | Students | Not Taken | Below L1 | L1 | L2 |
|-------------------|----------|-----------|----------|----|----|
| Hairdressing 2012 | 8 | 3 | 3 | 1 | 1 |
| Totals | 8 | 3 | 3 | 1 | 1 |

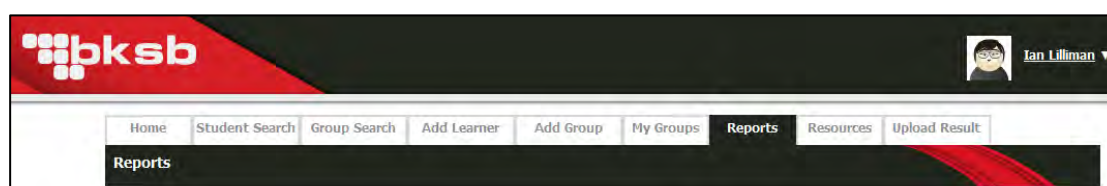
Email

| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
|-------------------|----------|-----------|----------|----|----|----|
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 5 | 0 |
| Totals | 8 | 3 | 0 | 0 | 5 | 0 |

Internet

| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
|-------------------|----------|-----------|----------|----|----|----|
| Hairdressing 2012 | 8 | 3 | 0 | 1 | 0 | 4 |
| Totals | 8 | 3 | 0 | 1 | 0 | 4 |

Log-in as a tutor and select the 'Reports' tab.



Step 1 – From the options available under 'ICT Reports', select the relevant 'ICT IA Summary'.

Step 2 – Search for the group(s) as described in Step 2 for the ‘English IA Group Summary’ at the beginning of this guide.

Step 3 – After choosing your group(s), select the ‘Run’ button (in the bottom-left of the search window) to display the report.

| | | |
|--|-------|--------------------|
|  Home | Excel | Change data filter |
|--|-------|--------------------|

| ICT Initial Assessment Summary (Wed 03 Apr 2013) | | | | | | |
|--|----------|-----------|----------|----|----|----|
| General | | | | | | |
| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 4 | 1 |
| Totals | 8 | 3 | 0 | 0 | 4 | 1 |

| Wordprocessing | | | | | | |
|-------------------|----------|-----------|----------|----|----|----|
| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 4 | 1 |
| Totals | 8 | 3 | 0 | 0 | 4 | 1 |

| Spreadsheets | | | | | | |
|-------------------|----------|-----------|----------|----|----|----|
| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 5 | 0 |
| Totals | 8 | 3 | 0 | 0 | 5 | 0 |

| Database | | | | | |
|-------------------|----------|-----------|----------|----|----|
| Group | Students | Not Taken | Below L1 | L1 | L2 |
| Hairdressing 2012 | 8 | 3 | 3 | 1 | 1 |
| Totals | 8 | 3 | 3 | 1 | 1 |

| Email | | | | | | |
|-------------------|----------|-----------|----------|----|----|----|
| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 5 | 0 |
| Totals | 8 | 3 | 0 | 0 | 5 | 0 |

| Internet | | | | | | |
|-------------------|----------|-----------|----------|----|----|----|
| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
| Hairdressing 2012 | 8 | 3 | 0 | 1 | 0 | 4 |
| Totals | 8 | 3 | 0 | 1 | 0 | 4 |

| Publishing | | | | | | |
|-------------------|----------|-----------|----------|----|----|----|
| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 1 | 4 |
| Totals | 8 | 3 | 0 | 0 | 1 | 4 |


| Presentation | | | | | | |
|-------------------|----------|-----------|----------|----|----|----|
| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 5 | 0 |
| Totals | 8 | 3 | 0 | 0 | 5 | 0 |

The report displayed shows the following information:

- Name of the report and the date it was run.
- Name of group(s).

- Names of each topic within the ICT assessment.
- No. of students within that group.
- No. of students who have not attempted the Initial Assessment.
- Breakdown of levels achieved by students within the group for each topic.

Below is an example report but with three groups selected.

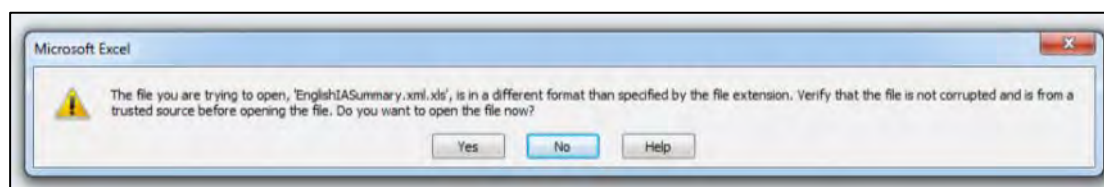
|  Home Excel Change data filter | | | | | | |
|---|-----------|-----------|----------|----------|----------|----------|
| ICT Initial Assessment Summary (Wed 03 Apr 2013) | | | | | | |
| General | | | | | | |
| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
| Motor Vehicle 2012 | 7 | 3 | 0 | 1 | 1 | 2 |
| Plumbing 2012 | 17 | 11 | 0 | 3 | 3 | 0 |
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 4 | 1 |
| Totals | 32 | 17 | 0 | 4 | 8 | 3 |

In the top-left of the report screen is a **'Home'** icon. Select this if you wish to return back to the main **'Reports'** tab.

If you would like to run the report again but for different groups, select the **'Change data filter'** button to be taken back to the search window.

Above the table is a button labelled **'Excel'** from which you can export the displayed data to an Excel spreadsheet. Select the button and your Microsoft Excel program should automatically launch.

If the following warning dialog box appears, select the **'Yes'** button to continue.



After a brief moment, your report will be displayed in Excel.

| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
|--------------------|-----------|-----------|----------|----------|----------|----------|
| Motor Vehicle 2012 | 7 | 3 | 0 | 1 | 1 | 2 |
| Plumbing 2012 | 17 | 11 | 0 | 3 | 3 | 0 |
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 4 | 1 |
| Totals | 32 | 17 | 0 | 4 | 8 | 3 |

| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
|--------------------|-----------|-----------|----------|----------|-----------|----------|
| Motor Vehicle 2012 | 7 | 3 | 1 | 0 | 3 | 0 |
| Plumbing 2012 | 17 | 11 | 0 | 3 | 3 | 0 |
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 4 | 1 |
| Totals | 32 | 17 | 1 | 3 | 10 | 1 |

| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
|--------------------|-----------|-----------|----------|----------|----------|----------|
| Motor Vehicle 2012 | 7 | 3 | 2 | 2 | 0 | 0 |
| Plumbing 2012 | 17 | 11 | 5 | 0 | 1 | 0 |
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 5 | 0 |
| Totals | 32 | 17 | 7 | 2 | 6 | 0 |

| Group | Students | Not Taken | Below L1 | L1 | L2 |
|--------------------|----------|-----------|----------|----|----|
| Motor Vehicle 2012 | 7 | 3 | 3 | 1 | 0 |
| Plumbing 2012 | 17 | 11 | 6 | 0 | 0 |

ICT IA Summary (Detailed)

This report is similar to the previous 'ICT IA Summary' report except that it also displays student information. Note that this report can be exported to Excel.

EXAMPLE (PARTIAL) REPORT

Home
 Excel
Change data filter

ICT Initial Assessment Summary (Wed 03 Apr 2013)

General

| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------------|-----------|-----------|----------|----------|----------|----------|------------|-----------|-------|-------------------|------------|---------|-----------|--------------|--------|--------|-----------|----------------|--------|----------|----|-----------------|---------|----------|----|------------|-------|-------|----|---------------|--------|---------|-----------|-------------|--------|-------|----|--------------|---------|-------|----|
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 4 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table> <thead> <tr> <th>UserName</th> <th>First Name</th> <th>Last Name</th> <th>Level</th> </tr> </thead> <tbody> <tr><td>AlessandraBianchi</td><td>Alessandra</td><td>Bianchi</td><td>Not Taken</td></tr> <tr><td>AliciaMarino</td><td>Alicia</td><td>Marino</td><td>Not Taken</td></tr> <tr><td>AngelaKirkland</td><td>Angela</td><td>Kirkland</td><td>L2</td></tr> <tr><td>AnnabelMcIntyre</td><td>Annabel</td><td>McIntyre</td><td>L1</td></tr> <tr><td>AyakaSatou</td><td>Ayaka</td><td>Satou</td><td>L1</td></tr> <tr><td>BiancaMancini</td><td>Bianca</td><td>Mancini</td><td>Not Taken</td></tr> <tr><td>JaimieTovak</td><td>Jaimie</td><td>Tovak</td><td>L1</td></tr> <tr><td>JasmineRoach</td><td>Jasmine</td><td>Roach</td><td>L1</td></tr> </tbody> </table> | | | | | | | UserName | First Name | Last Name | Level | AlessandraBianchi | Alessandra | Bianchi | Not Taken | AliciaMarino | Alicia | Marino | Not Taken | AngelaKirkland | Angela | Kirkland | L2 | AnnabelMcIntyre | Annabel | McIntyre | L1 | AyakaSatou | Ayaka | Satou | L1 | BiancaMancini | Bianca | Mancini | Not Taken | JaimieTovak | Jaimie | Tovak | L1 | JasmineRoach | Jasmine | Roach | L1 |
| UserName | First Name | Last Name | Level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AlessandraBianchi | Alessandra | Bianchi | Not Taken | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AliciaMarino | Alicia | Marino | Not Taken | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AngelaKirkland | Angela | Kirkland | L2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AnnabelMcIntyre | Annabel | McIntyre | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AyakaSatou | Ayaka | Satou | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BiancaMancini | Bianca | Mancini | Not Taken | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JaimieTovak | Jaimie | Tovak | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JasmineRoach | Jasmine | Roach | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Motor Vehicle 2012 | 7 | 3 | 0 | 1 | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Plumbing 2012 | 17 | 11 | 0 | 3 | 3 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 32 | 17 | 0 | 4 | 8 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Wordprocessing

| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 |
|--------------------|-----------|-----------|----------|----------|-----------|----------|
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 4 | 1 |
| Motor Vehicle 2012 | 7 | 3 | 1 | 0 | 3 | 0 |
| Plumbing 2012 | 17 | 11 | 0 | 3 | 3 | 0 |
| Totals | 32 | 17 | 1 | 3 | 10 | 1 |

Log-in as a tutor and select the 'Reports' tab.

Home
Student Search
Group Search
Add Learner
Add Group
My Groups
Reports
Resources
Upload Result

Reports

Step 1 – From the options available under 'ICT Reports', select the relevant 'ICT IA Summary (Detailed)' report.

Step 2 – Search for the group(s) as described in Step 2 for the 'English IA Group Summary' at the beginning of this guide.

Step 3 – After choosing your group(s), select the **'Run'** button (in the bottom-left of the search window) to display the report.

Home
 Excel
 Change data filter

ICT Initial Assessment Summary (Wed 03 Apr 2013)

General

| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------|-----------|-----------|----------|----------|----------|--|----------|------------|-----------|-------|-------------------|------------|---------|-----------|--------------|--------|--------|-----------|----------------|--------|----------|----|------------------|---------|----------|----|------------|-------|-------|----|---------------|--------|---------|-----------|-------------|--------|-------|----|--------------|---------|-------|----|
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 4 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table> <thead> <tr> <th>UserName</th> <th>First Name</th> <th>Last Name</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>AlessandraBianchi</td> <td>Alessandra</td> <td>Bianchi</td> <td>Not Taken</td> </tr> <tr> <td>AliciaMarino</td> <td>Alicia</td> <td>Marino</td> <td>Not Taken</td> </tr> <tr> <td>AngelaKirkland</td> <td>Angela</td> <td>Kirkland</td> <td>L2</td> </tr> <tr> <td>AnnabelMcKintyre</td> <td>Annabel</td> <td>McIntyre</td> <td>L1</td> </tr> <tr> <td>AyakaSatou</td> <td>Ayaka</td> <td>Satou</td> <td>L1</td> </tr> <tr> <td>BiancaMancini</td> <td>Bianca</td> <td>Mancini</td> <td>Not Taken</td> </tr> <tr> <td>JaimieTovak</td> <td>Jaimie</td> <td>Tovak</td> <td>L1</td> </tr> <tr> <td>JasmineRoach</td> <td>Jasmine</td> <td>Roach</td> <td>L1</td> </tr> </tbody> </table> | | | | | | | | UserName | First Name | Last Name | Level | AlessandraBianchi | Alessandra | Bianchi | Not Taken | AliciaMarino | Alicia | Marino | Not Taken | AngelaKirkland | Angela | Kirkland | L2 | AnnabelMcKintyre | Annabel | McIntyre | L1 | AyakaSatou | Ayaka | Satou | L1 | BiancaMancini | Bianca | Mancini | Not Taken | JaimieTovak | Jaimie | Tovak | L1 | JasmineRoach | Jasmine | Roach | L1 |
| UserName | First Name | Last Name | Level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AlessandraBianchi | Alessandra | Bianchi | Not Taken | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AliciaMarino | Alicia | Marino | Not Taken | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AngelaKirkland | Angela | Kirkland | L2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AnnabelMcKintyre | Annabel | McIntyre | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AyakaSatou | Ayaka | Satou | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BiancaMancini | Bianca | Mancini | Not Taken | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JaimieTovak | Jaimie | Tovak | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JasmineRoach | Jasmine | Roach | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Motor Vehicle 2012 | 7 | 3 | 0 | 1 | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Plumbing 2012 | 17 | 11 | 0 | 3 | 3 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 32 | 17 | 0 | 4 | 8 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Wordprocessing

| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 | |
|--------------------|-----------|-----------|----------|----------|-----------|----------|--|
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 4 | 1 | |
| Motor Vehicle 2012 | 7 | 3 | 1 | 0 | 3 | 0 | |
| Plumbing 2012 | 17 | 11 | 0 | 3 | 3 | 0 | |
| Totals | 32 | 17 | 1 | 3 | 10 | 1 | |

Spreadsheets

| Group | Students | Not Taken | Below E3 | E3 | L1 | L2 | |
|--------------------|-----------|-----------|----------|----------|----------|----------|--|
| Hairdressing 2012 | 8 | 3 | 0 | 0 | 5 | 0 | |
| Motor Vehicle 2012 | 7 | 3 | 2 | 2 | 0 | 0 | |
| Plumbing 2012 | 17 | 11 | 5 | 0 | 1 | 0 | |
| Totals | 32 | 17 | 7 | 2 | 6 | 0 | |

The report displayed shows the following information:

- Name of the report and the date it was run.
- Name of group(s).
- Names of each topic within the ICT assessment.
- No. of students within that group.
- Names of the students and their individual achievements.
- No. of students who have not attempted the Initial Assessment.

On the right of the table, you will see either a single or multiple white arrows in a red circle, in-line with the group name(s).

The number of arrows displayed will depend on the number of groups selected for the report.

| | | | | | | | | | | |
|--------------------|-----------|----------|----------|----------|----------|-----------|----------|----------|----------|---|
| Motor Vehicle 2012 | 7 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | ↓ |
| Plumbing 2012 | 17 | 4 | 0 | 0 | 0 | 9 | 2 | 1 | 1 | ↓ |
| Totals | 32 | 6 | 0 | 0 | 2 | 12 | 8 | 3 | 1 | |

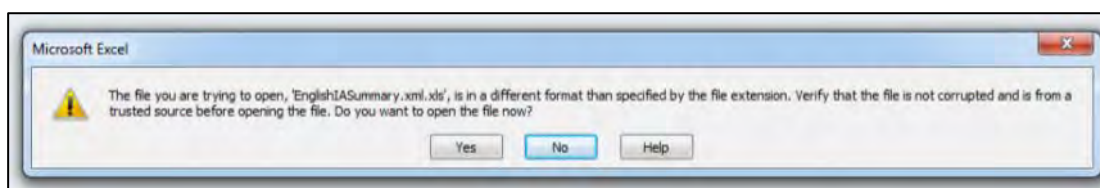
Selecting an arrow adjacent to the group name will expand the report and show details for the chosen group. Selecting the arrow again will cause the report to contract.

In the top-left of the report screen is a '**Home**' icon. Select this if you wish to return back to the main '**Reports**' tab.

If you would like to run the report again but for different groups, select the '**Change data filter**' button to be taken back to the search window.

Above the table is a button labelled '**Excel**' from which you can export the displayed data to an Excel spreadsheet. Select the button and your Microsoft Excel program should automatically launch.

If the following warning dialog box appears, select the '**Yes**' button to continue.



After a brief moment, your report should be displayed in Excel.

| Name | First Name | Last Name | Not Taken | Below E3 | E3 | L1 | L2 |
|-----------------------------------|------------|-------------|-----------|----------|----------|----------|----------|
| Group : Hairdressing 2012 | | | | | | | |
| AlessandraBianchi | Alessandra | Bianchi | X | | | | |
| AliciaManno | Alicia | Manno | X | | | | |
| AngelaKirkland | Angela | Kirkland | | | | X | |
| AnnabelMcIntyre | Annabel | McIntyre | | | | X | |
| AyakaSatou | Ayaka | Satou | | | | X | |
| BiancaMancini | Bianca | Mancini | X | | | | |
| JaimieTovak | Jaimie | Tovak | | | | X | |
| JasmineRoach | Jasmine | Roach | | | | X | |
| Total Students : 8 | | | 3 | 0 | 0 | 4 | 1 |
| Group : Motor Vehicle 2012 | | | | | | | |
| DonatelaRoman | Donatela | Roman | X | | | | |
| FrancisDobson | Francis | Dobson | | | X | | |
| JohnSmith | John | Smith | | | | X | |
| MaisieSmith | Maisie | Smith | | | | | X |
| PenelopeScott | Penelope | Scott | X | | | | |
| PhilpFitzpatrick | Philp | Fitzpatrick | | | | | X |
| TerriRedfern | Terri | Redfern | X | | | | |
| Total Students : 7 | | | 3 | 0 | 1 | 1 | 2 |

English and Maths Initial Assessment Summary

In this report, you can display and review the combined English and maths Initial Assessment results for a whole group or multiple groups of students. Note that this group can be exported to Excel.

EXAMPLE REPORT

Home

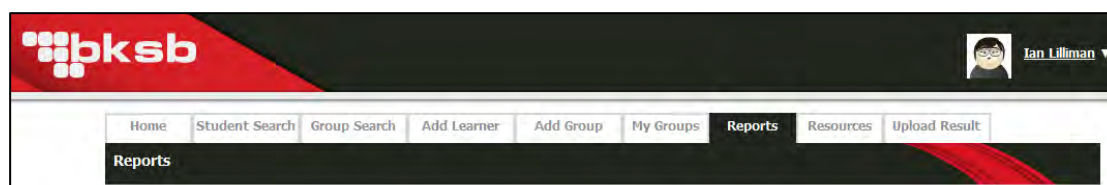
Excel

Change data filter

English and Maths Initial Assessment Summary (Mon 08 Apr 2013)

| Group | Students | English | | | | | | | | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------|---------|-------|----|----|----|----|----|----|----|-------|----|----|----|----|----|----|----------|------|---------|-------|-------------------|--------------------|----|----|--------------|---------------|----|----|----------------|-----------------|----|----|-----------------|------------------|----|--|------------|-------------|----|----|---------------|----------------|----|--|-------------|--------------|----|----|--------------|---------------|----|----|
| | | NT | PE | E1 | E2 | E3 | L1 | L2 | L3 | NT | PE | E1 | E2 | E3 | L1 | L2 | L3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hairdressing 2012 | 8 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 0 | 2 | 0 | 1 | 0 | 2 | 3 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table> <tr> <th>Username</th> <th>Name</th> <th>English</th> <th>Maths</th> </tr> <tr> <td>AlessandraBianchi</td> <td>Alessandra Bianchi</td> <td>L1</td> <td>E1</td> </tr> <tr> <td>AliciaMarino</td> <td>Alicia Marino</td> <td>L1</td> <td>L1</td> </tr> <tr> <td>AngelaKirkland</td> <td>Angela Kirkland</td> <td>L2</td> <td>L1</td> </tr> <tr> <td>AnnabelMcIntyre</td> <td>Annabel McIntyre</td> <td>L1</td> <td></td> </tr> <tr> <td>AyakaSatou</td> <td>Ayaka Satou</td> <td>L1</td> <td>E3</td> </tr> <tr> <td>BiancaMancini</td> <td>Bianca Mancini</td> <td>L2</td> <td></td> </tr> <tr> <td>JaimieTovak</td> <td>Jaimie Tovak</td> <td>L1</td> <td>E3</td> </tr> <tr> <td>JasmineRoach</td> <td>Jasmine Roach</td> <td>L1</td> <td>L1</td> </tr> </table> | | | | | | | | | | | | | | | | | | Username | Name | English | Maths | AlessandraBianchi | Alessandra Bianchi | L1 | E1 | AliciaMarino | Alicia Marino | L1 | L1 | AngelaKirkland | Angela Kirkland | L2 | L1 | AnnabelMcIntyre | Annabel McIntyre | L1 | | AyakaSatou | Ayaka Satou | L1 | E3 | BiancaMancini | Bianca Mancini | L2 | | JaimieTovak | Jaimie Tovak | L1 | E3 | JasmineRoach | Jasmine Roach | L1 | L1 |
| Username | Name | English | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AlessandraBianchi | Alessandra Bianchi | L1 | E1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AliciaMarino | Alicia Marino | L1 | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AngelaKirkland | Angela Kirkland | L2 | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AnnabelMcIntyre | Annabel McIntyre | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AyakaSatou | Ayaka Satou | L1 | E3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BiancaMancini | Bianca Mancini | L2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JaimieTovak | Jaimie Tovak | L1 | E3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JasmineRoach | Jasmine Roach | L1 | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Motor Vehicle 2012 | 7 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 3 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Log-in as a tutor and select the 'Reports' tab.



Step 1 – Select 'English and Maths Initial Assessment Summary'

Step 2 – Follow the steps as already discussed in previous reports to search for and select a group. (If you are unfamiliar with searching for and selecting a group, refer to the process outlined under 'English IA Group Summary'). Note that in this report, you can search for and report on single or multiple groups.

Step 3 – Select the 'Run' button in the bottom-left of the screen to display the report for the selected group(s).

Upon loading, a report will be displayed similar to the screenshot below.

Home Excel Change data filter

English and Maths Initial Assessment Summary (Mon 08 Apr 2013)

| Group | Students | English | | | | | | | | | Maths | | | | | | | | |
|--------------------|----------|---------|----|----|----|----|----|----|----|--|-------|----|----|----|----|----|----|----|---|
| | | NT | PE | E1 | E2 | E3 | L1 | L2 | L3 | | NT | PE | E1 | E2 | E3 | L1 | L2 | L3 | |
| Hairdressing 2012 | 8 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 0 | | 2 | 0 | 1 | 0 | 2 | 3 | 0 | 0 | ↓ |
| Motor Vehicle 2012 | 7 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | | 3 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | ↓ |

On the right of the table, you will see either a single or multiple white arrows in a red circle, in-line with the group name(s). The number of arrows displayed will depend on

the number of groups selected for the report. Selecting an arrow adjacent to the group name will expand the report and show details for the chosen group. Selecting the arrow again will cause the report to contract.

Home

Excel

Change data filter

English and Maths Initial Assessment Summary (Mon 08 Apr 2013)

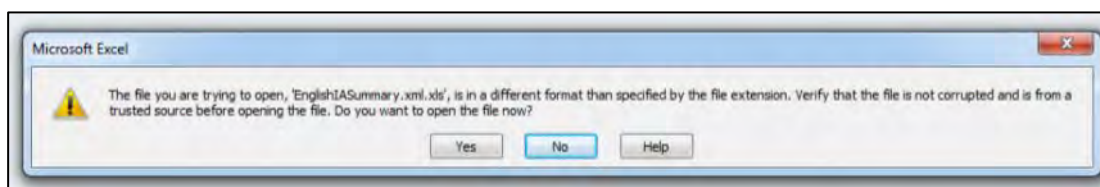
| Group | Students | English | | | | | | | | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------|---------|-------|----|----|----|----|----|----|----|-------|----|----|----|----|----|----|----------|------|---------|-------|-------------------|--------------------|----|----|--------------|---------------|----|----|----------------|-----------------|----|----|-----------------|------------------|----|--|------------|-------------|----|----|---------------|----------------|----|--|-------------|--------------|----|----|--------------|---------------|----|----|
| | | NT | PE | E1 | E2 | E3 | L1 | L2 | L3 | NT | PE | E1 | E2 | E3 | L1 | L2 | L3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hairdressing 2012 | 8 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 0 | 2 | 0 | 1 | 0 | 2 | 3 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Username | Name | English | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AlessandraBianchi | Alessandra Bianchi | L1 | E1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AliciaMarino | Alicia Marino | L1 | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AngelaKirkland | Angela Kirkland | L2 | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AnnabelMcIntyre | Annabel McIntyre | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AyakaSatou | Ayaka Satou | L1 | E3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BiancaMancini | Bianca Mancini | L2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JaimieTovak | Jaimie Tovak | L1 | E3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JasmineRoach | Jasmine Roach | L1 | L1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Motor Vehicle 2012 | 7 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 3 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

In the top-left of the report screen is a '**Home**' icon. Select this if you wish to return back to the main '**Reports**' tab.

If you would like to run the report again but for different groups, select the '**Change data filter**' button to be taken back to the search window.

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After a brief moment, your report should be displayed in Excel.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------|--------------------|------|--------|----------------|-------------|-----------|----------|---------------|------|-----------|--------|----------------|------|--------|---------------|------------------------|----|----------------|----|----|----|--|---|--|---|--|---|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Report.xml-2 (Read-Only) - Microsoft Excel | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| File | | Home | | Insert | | Page Layout | | Formulas | | Data | | Review | | View | | Account | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Paste | Cut | | Copy | | Format Painter | | Clipboard | | Font | | Paragraph | | Merge & Center | | Number | | Conditional Formatting | | Format Painter | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | C36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | | B | | C | | D | | E | | F | | G | | H | | I | | J | | K | | L | | M | | N | | O | | P | | | | | | | | | | | | | | | | | | | | | | | | | |
| English and Maths Initial Assessment Summary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hairdressing 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Username | | Name | | | | | | English | | | | | | | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | PE | E1 | E2 | E3 | L1 | L2 | L3 | | PE | E1 | E2 | E3 | L1 | L2 | L3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | AlessandraBianchi | Alessandra Bianchi | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | AliciaMarino | Alicia Marino | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | AngelaKirkland | Angela Kirkland | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | AnnabelMcIntyre | Annabel McIntyre | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | AyakaSatou | Ayaka Satou | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | BiancaMancini | Bianca Mancini | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | JaimieTovak | Jaimie Tovak | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | JasmineRoach | Jasmine Roach | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | 0 | 0 | 0 | 0 | 6 | 2 | 0 | 0 | 1 | 0 | 2 | 3 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | Total Students : 8 | | | | | | | | Not Taken : 0 | | | | | | | Not Taken : 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | Motor Vehicle 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | Username | Name | | | | | | English | | | | | | | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | | | | | | | | PE | E1 | E2 | E3 | L1 | L2 | L3 | | PE | E1 | E2 | E3 | L1 | L2 | L3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | DonatellaRomano | Donatella Romano | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | FrancisDeason | Francis Deason | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | JohnSmith | John Smith | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | MaiseeSmith | Maisee Smith | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | PenelopeScott | Penelope Scott | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | PhilipFitzpatrick | Philip Fitzpatrick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | TerriRedfern | Terri Redfern | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | | | | | | | | | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

English and Maths Diagnostic Assessment Summary

In this report, you can display and review the combined English and maths Diagnostic Assessment results for a whole group or multiple groups of students. Note that this group can be exported to Excel.

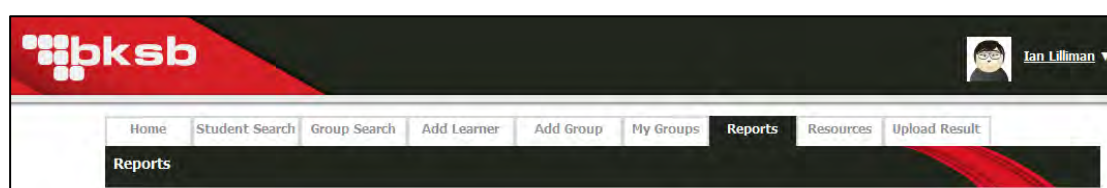
EXAMPLE REPORT

Home Excel Change data filter

English and Maths Diagnostic Assessment Summary (Sun 07 Apr 2013)

| Group | Students | English | | | | | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------|-------------------|------|-------------------|----|----|----|-----------------|----|-----------------|----|----|----|--|--|--|--|----|----|----|----|----|----|----|----|----|----|----|----|-------------------|--------------------|---|---|---|---|---|---|----|---|---|---|---|---|--------------|---------------|---|---|---|---|---|---|---|---|---|----|---|---|----------------|-----------------|---|---|---|---|----|---|---|---|---|----|---|---|-----------------|------------------|---|---|---|---|---|---|---|---|---|---|---|---|------------|-------------|---|---|---|----|---|---|---|---|----|---|---|---|---------------|----------------|---|---|---|---|----|---|---|---|---|---|---|---|-------------|--------------|---|---|----|---|---|---|---|---|----|---|---|---|--------------|---------------|---|---|---|----|---|---|---|---|---|----|---|---|--|--|--|--|--|--|--|--|--|--|--|--|
| | | E1 | E2 | E3 | L1 | L2 | L3 | E1 | E2 | E3 | L1 | L2 | L3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hairdressing 2012 | 8 | 0 | 0 | 1 | 2 | 2 | 0 | 1 | 0 | 2 | 3 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table> <tr> <th>User</th><th>Name</th><th colspan="6">English (% score)</th><th colspan="6">Maths (% score)</th></tr> <tr> <th></th><th></th><th>E1</th><th>E2</th><th>E3</th><th>L1</th><th>L2</th><th>L3</th><th>E1</th><th>E2</th><th>E3</th><th>L1</th><th>L2</th><th>L3</th></tr> <tr> <td>AlessandraBianchi</td><td>Alessandra Bianchi</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>49</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td></tr> <tr> <td>AliciaMarino</td><td>Alicia Marino</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>22</td><td>N</td><td>N</td></tr> <tr> <td>AngelaKirkland</td><td>Angela Kirkland</td><td>N</td><td>N</td><td>N</td><td>N</td><td>59</td><td>N</td><td>N</td><td>N</td><td>N</td><td>23</td><td>N</td><td>N</td></tr> <tr> <td>AnnabelMcIntyre</td><td>Annabel McIntyre</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td></tr> <tr> <td>AyakaSatou</td><td>Ayaka Satou</td><td>N</td><td>N</td><td>N</td><td>69</td><td>N</td><td>N</td><td>N</td><td>N</td><td>80</td><td>N</td><td>N</td><td>N</td></tr> <tr> <td>BiancaMancini</td><td>Bianca Mancini</td><td>N</td><td>N</td><td>N</td><td>N</td><td>62</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td></tr> <tr> <td>JaimieTovak</td><td>Jaimie Tovak</td><td>N</td><td>N</td><td>81</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>80</td><td>N</td><td>N</td><td>N</td></tr> <tr> <td>JasmineRoach</td><td>Jasmine Roach</td><td>N</td><td>N</td><td>N</td><td>78</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>81</td><td>N</td><td>N</td></tr> </table> | | User | Name | English (% score) | | | | | | Maths (% score) | | | | | | | | E1 | E2 | E3 | L1 | L2 | L3 | E1 | E2 | E3 | L1 | L2 | L3 | AlessandraBianchi | Alessandra Bianchi | N | N | N | N | N | N | 49 | N | N | N | N | N | AliciaMarino | Alicia Marino | N | N | N | N | N | N | N | N | N | 22 | N | N | AngelaKirkland | Angela Kirkland | N | N | N | N | 59 | N | N | N | N | 23 | N | N | AnnabelMcIntyre | Annabel McIntyre | N | N | N | N | N | N | N | N | N | N | N | N | AyakaSatou | Ayaka Satou | N | N | N | 69 | N | N | N | N | 80 | N | N | N | BiancaMancini | Bianca Mancini | N | N | N | N | 62 | N | N | N | N | N | N | N | JaimieTovak | Jaimie Tovak | N | N | 81 | N | N | N | N | N | 80 | N | N | N | JasmineRoach | Jasmine Roach | N | N | N | 78 | N | N | N | N | N | 81 | N | N | | | | | | | | | | | | |
| User | Name | English (% score) | | | | | | Maths (% score) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | E1 | E2 | E3 | L1 | L2 | L3 | E1 | E2 | E3 | L1 | L2 | L3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AlessandraBianchi | Alessandra Bianchi | N | N | N | N | N | N | 49 | N | N | N | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AliciaMarino | Alicia Marino | N | N | N | N | N | N | N | N | N | 22 | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AngelaKirkland | Angela Kirkland | N | N | N | N | 59 | N | N | N | N | 23 | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AnnabelMcIntyre | Annabel McIntyre | N | N | N | N | N | N | N | N | N | N | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AyakaSatou | Ayaka Satou | N | N | N | 69 | N | N | N | N | 80 | N | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BiancaMancini | Bianca Mancini | N | N | N | N | 62 | N | N | N | N | N | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JaimieTovak | Jaimie Tovak | N | N | 81 | N | N | N | N | N | 80 | N | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JasmineRoach | Jasmine Roach | N | N | N | 78 | N | N | N | N | N | 81 | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Motor Vehicle 2012 | 7 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Log-in as a tutor and select the 'Reports' tab.



Step 1 – Select 'English and Maths Diagnostic Assessment Summary'

Step 2 – Follow the steps as already discussed in previous reports to search for and select a group. (If you are unfamiliar with searching for and selecting a group, refer to the process outlined under 'English IA Group Summary'). Note that in this report, you can search for and report on single or multiple groups.

Step 3 – Select the 'Run' button in the bottom-left of the screen to display the report for the selected group(s).

Upon loading, a report will be displayed similar to the screenshot below.

Home Excel Change data filter

English and Maths Diagnostic Assessment Summary (Mon 08 Apr 2013)

| Group | Students | English | | | | | | Maths | | | | | |
|--------------------|----------|---------|----|----|----|----|----|-------|----|----|----|----|----|
| | | E1 | E2 | E3 | L1 | L2 | L3 | E1 | E2 | E3 | L1 | L2 | L3 |
| Hairdressing 2012 | 8 | 0 | 0 | 1 | 2 | 2 | 0 | 1 | 0 | 2 | 3 | 0 | 0 |
| Motor Vehicle 2012 | 7 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0 |

On the right of the table, you will see either a single or multiple white arrows in a red circle, in-line with the group name(s). The number of arrows displayed will depend on

the number of groups selected for the report. Selecting an arrow adjacent to the group name will expand the report and show details for the chosen group. Selecting the arrow again will cause the report to contract.

Home Excel Change data filter

English and Maths Diagnostic Assessment Summary (Sun 07 Apr 2013)

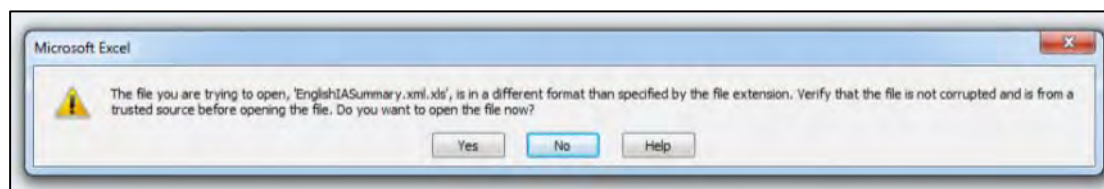
| Group | Students | English | | | | | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------|-------------------|------|-------------------|----|----|----|-----------------|----|-----------------|----|----|----|--|--|--|--|----|----|----|----|----|----|----|----|----|----|----|----|-------------------|--------------------|---|---|---|---|---|---|----|---|---|---|---|---|--------------|---------------|---|---|---|---|---|---|---|---|---|----|---|---|----------------|-----------------|---|---|---|---|----|---|---|---|---|----|---|---|-----------------|------------------|---|---|---|---|---|---|---|---|---|---|---|---|------------|-------------|---|---|---|----|---|---|---|---|----|---|---|---|---------------|----------------|---|---|---|---|----|---|---|---|---|---|---|---|-------------|--------------|---|---|----|---|---|---|---|---|----|---|---|---|--------------|---------------|---|---|---|----|---|---|---|---|---|----|---|---|--|--|--|--|--|--|--|--|--|--|--|--|
| | | E1 | E2 | E3 | L1 | L2 | L3 | E1 | E2 | E3 | L1 | L2 | L3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hairdressing 2012 | 8 | 0 | 0 | 1 | 2 | 2 | 0 | 1 | 0 | 2 | 3 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table> <tr> <th>User</th><th>Name</th><th colspan="6">English (% score)</th><th colspan="6">Maths (% score)</th></tr> <tr> <th></th><th></th><th>E1</th><th>E2</th><th>E3</th><th>L1</th><th>L2</th><th>L3</th><th>E1</th><th>E2</th><th>E3</th><th>L1</th><th>L2</th><th>L3</th></tr> <tr> <td>AlessandraBianchi</td><td>Alessandra Bianchi</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>49</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td></tr> <tr> <td>AliciaMarino</td><td>Alicia Marino</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>22</td><td>N</td><td>N</td></tr> <tr> <td>AngelaKirkland</td><td>Angela Kirkland</td><td>N</td><td>N</td><td>N</td><td>N</td><td>59</td><td>N</td><td>N</td><td>N</td><td>N</td><td>23</td><td>N</td><td>N</td></tr> <tr> <td>AnnabelMcIntyre</td><td>Annabel McIntyre</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td></tr> <tr> <td>AyakaSatou</td><td>Ayaka Satou</td><td>N</td><td>N</td><td>N</td><td>69</td><td>N</td><td>N</td><td>N</td><td>N</td><td>80</td><td>N</td><td>N</td><td>N</td></tr> <tr> <td>BiancaMancini</td><td>Bianca Mancini</td><td>N</td><td>N</td><td>N</td><td>N</td><td>62</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td></tr> <tr> <td>JaimieTovak</td><td>Jaimie Tovak</td><td>N</td><td>N</td><td>81</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>80</td><td>N</td><td>N</td><td>N</td></tr> <tr> <td>JasmineRoach</td><td>Jasmine Roach</td><td>N</td><td>N</td><td>N</td><td>78</td><td>N</td><td>N</td><td>N</td><td>N</td><td>N</td><td>81</td><td>N</td><td>N</td></tr> </table> | | User | Name | English (% score) | | | | | | Maths (% score) | | | | | | | | E1 | E2 | E3 | L1 | L2 | L3 | E1 | E2 | E3 | L1 | L2 | L3 | AlessandraBianchi | Alessandra Bianchi | N | N | N | N | N | N | 49 | N | N | N | N | N | AliciaMarino | Alicia Marino | N | N | N | N | N | N | N | N | N | 22 | N | N | AngelaKirkland | Angela Kirkland | N | N | N | N | 59 | N | N | N | N | 23 | N | N | AnnabelMcIntyre | Annabel McIntyre | N | N | N | N | N | N | N | N | N | N | N | N | AyakaSatou | Ayaka Satou | N | N | N | 69 | N | N | N | N | 80 | N | N | N | BiancaMancini | Bianca Mancini | N | N | N | N | 62 | N | N | N | N | N | N | N | JaimieTovak | Jaimie Tovak | N | N | 81 | N | N | N | N | N | 80 | N | N | N | JasmineRoach | Jasmine Roach | N | N | N | 78 | N | N | N | N | N | 81 | N | N | | | | | | | | | | | | |
| User | Name | English (% score) | | | | | | Maths (% score) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | E1 | E2 | E3 | L1 | L2 | L3 | E1 | E2 | E3 | L1 | L2 | L3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AlessandraBianchi | Alessandra Bianchi | N | N | N | N | N | N | 49 | N | N | N | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AliciaMarino | Alicia Marino | N | N | N | N | N | N | N | N | N | 22 | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AngelaKirkland | Angela Kirkland | N | N | N | N | 59 | N | N | N | N | 23 | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AnnabelMcIntyre | Annabel McIntyre | N | N | N | N | N | N | N | N | N | N | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AyakaSatou | Ayaka Satou | N | N | N | 69 | N | N | N | N | 80 | N | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BiancaMancini | Bianca Mancini | N | N | N | N | 62 | N | N | N | N | N | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JaimieTovak | Jaimie Tovak | N | N | 81 | N | N | N | N | N | 80 | N | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JasmineRoach | Jasmine Roach | N | N | N | 78 | N | N | N | N | N | 81 | N | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Motor Vehicle 2012 | 7 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

In the top-left of the report screen is a '**Home**' icon. Select this if you wish to return back to the main '**Reports**' tab.

If you would like to run the report again but for different groups, select the '**Change data filter**' button to be taken back to the search window.

Above the table is a button labelled '**Excel**' from which you can export the displayed data to an Excel spreadsheet. Select the button and your Microsoft Excel program should automatically launch.

If the following warning dialog box appears, select the '**Yes**' button to continue.



After a brief moment, your report should be displayed in Excel.

Report.xml-3 (Read-Only) - Microsoft Excel

| English and Maths Diagnostic Assessment Summary | | | | | | | | | | | | | |
|---|--------------------|-----|-----|-----|-----|-----|----|-----|----|-----|-----|----|----|
| Hairdressing 2012 | | | | | | | | | | | | | |
| User | Name | E1 | E2 | E3 | L1 | L2 | L3 | E1 | E2 | E3 | L1 | L2 | L3 |
| AlessandraBianchi | Alessandra Bianchi | | | | | | | 49% | | | | | |
| AliciaMarino | Alicia Marino | | | | | | | | | | 22% | | |
| AngelaKirkland | Angela Kirkland | | | | | 59% | | | | | 23% | | |
| AnnabelMcIntyre | Annabel McIntyre | | | | | | | | | | | | |
| AyakaSatou | Ayaka Satou | | | | 69% | | | | | 80% | | | |
| BiancaMancini | Bianca Mancini | | | | | 62% | | | | | | | |
| JaimieTovak | Jaimie Tovak | | | 81% | | | | | | 80% | | | |
| JasmineRoach | Jasmine Roach | | | | 78% | | | | | | 81% | | |
| Total : 8 | | 0 | 0 | 1 | 2 | 2 | 0 | 1 | 0 | 2 | 3 | 0 | 0 |
| Motor Vehicle 2012 | | | | | | | | | | | | | |
| User | Name | E1 | E2 | E3 | L1 | L2 | L3 | E1 | E2 | E3 | L1 | L2 | L3 |
| DonatellaRomano | Donatella Romano | | | | | | | | | | | | |
| FrancisDobson | Francis Dobson | 91% | | | | | | | | 78% | | | |
| JohnSmith | John Smith | | 75% | | | | | | | | | | |
| MaiaeSmith | Maiae Smith | 82% | | | | | | | | | | | |
| PenelopeScott | Penelope Scott | | | 64% | | | | | | 67% | 45% | | |
| PhilipFitzpatrick | Philip Fitzpatrick | | | 66% | | | | | | 83% | | | |
| TeriRedfern | Teri Redfern | | | | | | | | | | | | |
| Total : 7 | | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0 |

How to Review a Learner's Assessment Responses

bksbLIVE now incorporates the facility to review and print the answers provided by a student for an **Initial Assessment** (English/maths), **Diagnostic Assessment** (English/maths) or **Skill Check** (English/maths). This is useful for revealing where a student has entered either no response or an incorrect response to a question.



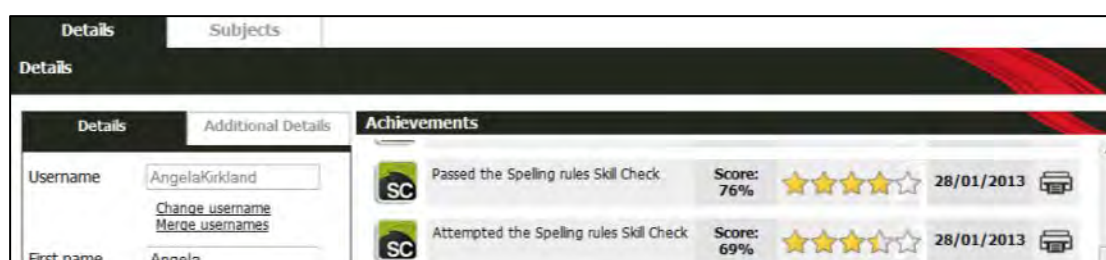
Please also read important notes at the end of this section.

EXAMPLE REPORT

Log-in as a tutor and select the 'Student Search' tab.

Step 1 – In the search screen, search for and select the student whose assessment results you wish to review.

Step 2 – Upon selecting the student's name, the 'Details' page will be revealed. Within the 'Details' page is displayed the 'Achievements' panel which shows any results for an Initial Assessment, Diagnostic Assessment or a Skill Check.

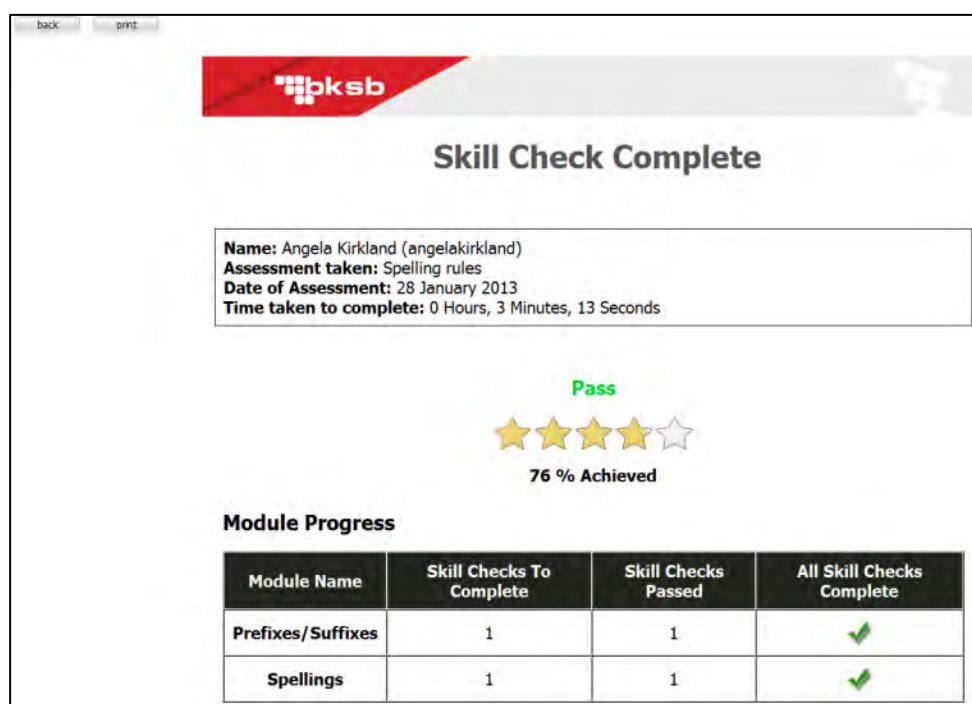


All of the achievements are selectable links which can be used to display either a printable report or an interactive overview of the responses given by the student to each question of the assessment.

Step 3 – Select an achievement and then select your preferred option.



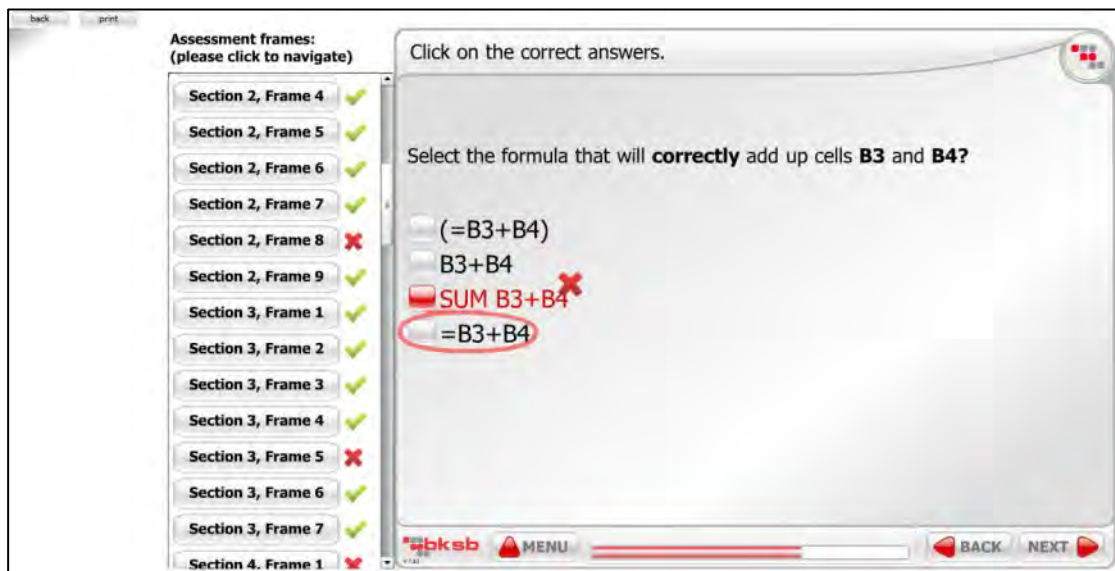
If you select the hyperlink '**View printable page**', this will reveal a report screen similar to the one shown below.



To return back to the details page, select the '**back**' button in the top-left of the screen. To print the report screen, select the '**print**' button in the top-left of the report screen.

If you select the hyperlink '**View assessment and user answers**', this will reveal an interactive report screen similar to the one shown below.

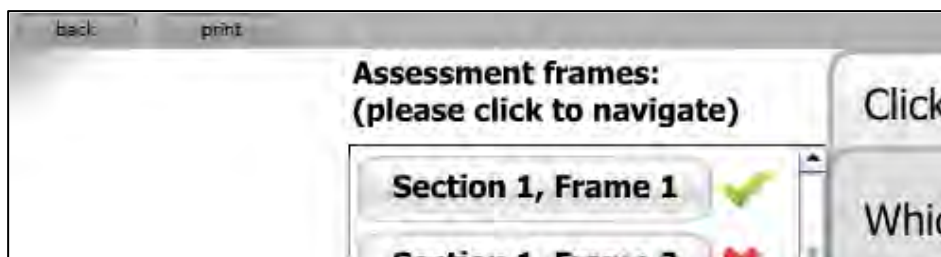
The interactive report screen is divided into two sections. On the left side of the screen is displayed all of the assessment frames, together with a green tick or a red cross to indicate whether the student answered all questions in the frame correctly or incorrectly. By selecting the section frame buttons, a tutor can skip to the questions answered incorrectly to review a student's answers.



On the right side of the screen is displayed the question frame together with the student's responses. Incorrect answers are indicated with a red cross 'X' symbol. A correct answer is identified by a green tick '✓' symbol.

Where additional responses should have been provided but were omitted by the student, this is identified by a red circle.

To return back to the details page, select the 'back' button in the top-left of the screen.



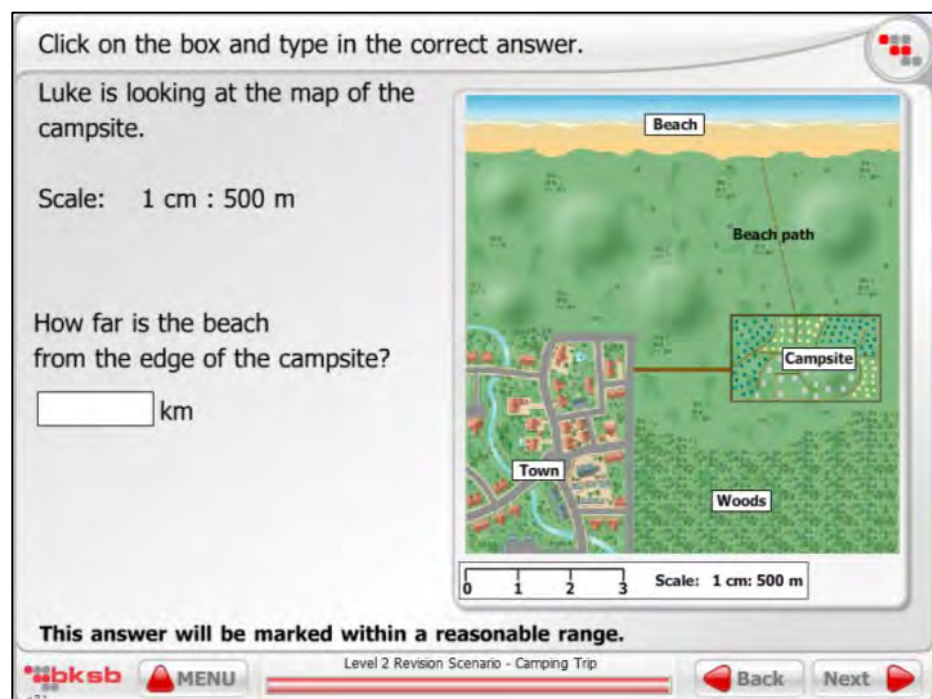
To print the report screen, select the 'print' button in the top-left of the report screen.

**IMPORTANT**

Please be aware that for some skill check and scenario questions, the system allows for answers **within a reasonable range**. This will be identified by the words **‘This answer will be marked within a reasonable range’** displayed on the question screen.



If the learner’s answer is outside the **‘reasonable range’**, it is marked as incorrect. However, when you review the answers provided by the learner, if you select the option to show the correct answer, the answer shown is the **mid-point** of the range allowed. For example, on the question below, the range is within 1.5-1.8 km. The correct answer displayed when the assessment is viewed within ‘View assessment and user answers’ is 1.65.

**IMPORTANT*****PLTS Assessment / Learning Styles Assessment / Quick Check Self-assessment***

For the above assessments, there are no right or wrong answers, hence it is advised not to review the responses as the results can be misleading.

***IMPORTANT – Reviewing ICT assessment responses***

Unlike the English/maths assessments where a single response is required, ICT assessments may require the learner to take a series of steps to achieve the answer; hence it is not practical to identify which step(s) were answered incorrectly. However, you can identify an overall picture of the learner’s responses.

[illegible]



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